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ABSTRACT

This Seventh Annual Evaluation Report of the Florida Council on Vocational and Technical Education concentrated on four evaluation goal areas: (1) Florida's goals, priorities and objectives as set forth in the state plan, (2) the effectiveness with which people and their needs are served, (3) the effectiveness with which vocational and technical education funds are allocated and utilized, (4) the extent to which Council recommendations have received due consideration. A review of some exemplary activities of vocational and technical activities in Florida is offered, along with the Council's findings, twelve recommendations for improvement and areas cf concern. A glossary of terms and acronyms, selected statistical tables, abstracts of studies funded by the Florida State Advisory Council and a summary of concerns expressed at public meetings are appended. (MV)

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TM006 373

Florida State Advisory Council on Vocational and Technical Education

ANNUAL EVALUATION REPORT

Fiscal Year 1976

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FLORIDA STATE ADVISORY COUNCIL
on
VOCATIONAL AND TECHNICAL EDUCATION

FLORIDA STATE ADVISORY COUNCIL

on

VOCATIONAL AND TECHNICAL EDUCATION

W. V. KNOTT BUILDING
TALLAHASSEE 32304

RALPH D. TURLINGTON
Commissioner
of Education

BRUCE HOWELL
Council
Executive Director

December 1976

The Honorable Reubin O'D. Askew
Governor of Florida and
Members of the State Board
for Vocational Education
The Capitol
Tallahassee, Florida 32304

Gentlemen:

The Florida State Advisory Council on Vocational and Technical Education submits to you its Seventh Annual Evaluation Report for your consideration and transmittal to the U. S. Commissioner of Education and the National Advisory Council on Vocational Education.

Public Law 90-576, also known as the Vocational Education Amendments of 1968, requires that councils "prepare and submit through the State board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate, ..."

The Council believes the recommendations in this report are sound and hopes they will be given serious consideration by you in planning and make quality vocational and technical education available to all Floridians.

The Council would appreciate receiving from appropriate State Board staff a response to this report that indicates any action taken on the recommendations. We would also welcome suggestions for increasing the effectiveness of Council activities and reports.

Sincerely yours,

Raymond O. Shelton
Chairman

FLORIDA STATE ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION

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PREFACE

This Seventh Annual Evaluation Report of the Florida State Advisory Council on Vocational and Technical Education is based upon evaluation activities of the Council during fiscal year 1976. The report has been developed by the Council through its evaluation committee, and the recommendations reflect the Council's thinking as related to specific components of the Florida program of vocational and technical education.

The Florida Council was established by the State Board for Vocational Education for purposes of Section 104(b) of the Vocational Act of 1963, as amended by the Vocational Education Amendments of 1968 (Public Law 90-576).

The Council is a citizen's advisory group appointed by the State Board with representation from management, labor, education, and the general public.

The major responsibilities of the Council are:

1. To advise the State Board on the development of the *Florida State Plan for the Administration of Vocational Education* and on policy matters relating to State Plan administration;
2. To evaluate vocational education programs, services, and activities, and publish and distribute the results thereof;
3. To prepare and submit an annual evaluation report to the State Board, the U. S. Commissioner of Education, and the National Advisory Council on Vocational Education; and
4. To conduct at least one meeting each year to give the public an opportunity to express views and concerns about vocational education.

The Council acknowledges and appreciates the assistance that many persons have given the Council in carrying out its assigned responsibilities. Especially appreciated are the advice and assistance provided by those staff persons in the Department of Education, the Department of Health and Rehabilitative Services, various state licensing boards, local educational agencies, and other governmental units who have participated in and assisted with Council meetings and who have been consultants to Council committees and staff.

GLOSSARY OF TERMS AND ACRONYMS

Several terms and acronyms used in this report might prove to be a source of confusion for the lay (non-educator) reader. With this thought in mind the following glossary has been compiled to help lay readers better understand the items being discussed. First, a list of a few basic terms is presented along with definitions. Next, a list of acronyms used in this report is given, as well as what each acronym stands for.

Basic Terms

Area Vocational Education Schools: Any designated public school or institution under the supervision of the State Board for Vocational Education that is in one of the following categories:

1. A high school with a department exclusively or principally for the provision of vocational education to persons in preparation for entering the labor market (also may be termed "comprehensive high school").

2. A specialized high school exclusively or principally to provide vocational education to persons in preparation for entering the labor market.

3. A technical or vocational school that is exclusively or principally for the provision of vocational education to persons who have completed high school or who have left high school without graduation who are preparing to enter the labor market. The school must admit as regular students both persons who have completed high school and persons who have left school without graduation.

   An area vocational-technical center as provided in sections 230.63 and 230.64, Florida Statutes, shall be a specialized post-secondary school, administered by the school board of the district of location, which provides vocational and technical education and adult general education under the provisions of section 228.061, Florida Statutes.

4. A community college with a department or division to provide vocational education leading to immediate employment but not to a baccalaureate degree; the college must admit to the department or division as regular students both persons who have completed high school and persons who have left school without graduation.

"Caps": A term used to indicate a ceiling or limit placed on educational enrollments or funding.

Occupational Education: In this report, the term "occupational education" is used interchangeably with "vocational and technical education," and applies to both public and private school offerings.

State Plan: An abbreviated form of the *Florida State Plan for the Administration of Vocational Education Under the Vocational Education Amendments of 1968.* Part I of this Plan is titled "Administrative Provisions" and Part II is labeled "Annual and Long-Range Program Provisions.

Acronym	What Acronym Stands For
CBTE	Competency Based Teacher Education
CETA	Comprehensive Employment and Training Act
CSP	Cooperative School Programs
DOE	Department of Education
DOR	Department of Offender Rehabilitation
DYS	Division of Youth Services
FEFP	Florida Education Finance Program
*FTE	Full-Time Equivalent (Student/teacher)
FSAC	Florida State Advisory Council (on Vocational and Technical Education)
FY	Fiscal Year
LEA	Local Education Agency
MIS	Management Information System
OIDS	Occupational Information Delivery System
PPBS	Planning, Programming, and Budgeting System
SMSC	State Manpower Services Council
RCU	Research Coordinating Unit
UF	University of Florida
USF	University of South Florida
VTE	Vocational and Technical Education
V-TECS	Vocational-Technical Education Consortium of States

* NOTE: In school districts, one student FTE equals nine hundred membership hours in vocational instruction. An FTE student in a community college is computed on the basis of one FTE student for each 30 hours of credit.

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INTRODUCTION

> *"The State Advisory Council shall--*
>
> *Prepare and submit through the State board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate which (1) evaluates the effectiveness of vocational education programs, services, and activities carried out in the year under review in meeting the program objectives set forth in the long-range program plan and the annual program plan required by paragraphs 102.33 and 102.34, and (2) recommends such changes as may be warranted by the evaluations."*[1]

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[1] Department of Health, Education, and Welfare, *Federal Register, State Vocational Education Programs*. Volume 40, Number 38, February, 1975, Washington, D. C.

INTRODUCTION

This annual report of Evaluation of the Florida State Advisory Council on Vocational and Technical Education is directed to the Florida State Board for Vocational Education, the Florida Department of Education and its respective Divisions, the United States Commissioner of Education and the National Advisory Council on Vocational Education. Although some of the recommendations concern programs conducted by the State's education institutions, the Council assumes that leadership will be provided by the State Board staff to coordinate and implement the recommendations deemed to be appropriate and timely by the Board.

As in the past, this year's report begins with a broad, and by no means exhaustive, review of some of the exemplary activities of vocational and technical education in Florida during the past year. Other sections of this introductory part of the report will briefly summarize Council findings, recommendations, and areas of concern. It is the hope of the Council that this report will be of immediate practical value to those in Florida who are endeavoring to bring effective and efficient education to the citizens of our state.

Exemplary Activities of Vocational Education in Florida

Increased community involvement in local vocational education programming is being stimulated in Brevard County through a special Melbourne High School program called SCAT (School and Community Acting Together). Through SCAT, Melbourne High hopes to have found a way to bridge the gap between school and work. The purpose of the program is to give students an opportunity to gain useful experience by working and serving in the community. SCAT is designed to act as a catalyst to get the school involved in the community and the community involved in the school.

One way SCAT seeks to improve coordination between the school and the community is by centralizing related programs and services. All vocational programs are part of SCAT. In addition, all cooperative education coordinators are located in the SCAT Center to provide students with productive alternatives to a full school day.

Community involvement is also stressed in Orange County where educators and lay citizens are working together in a newly reorganized Orange County General Advisory Committee. The major function of this Committee, which includes a wide spectrum of Orange County citizens, is to assist the County vocational department by exploring community training needs and relaying this information to vocational personnel.

The Committee is also scheduled to play an important role by examining the strengths and weaknesses of the total vocational education program in Orange County and suggesting improvements or modifications. The Committee works through subcommittees, which have met frequently this year to develop and carry out a program of work. These subcommittees work in the following areas: by-laws, advisory craft monitoring, funding, facility analyzation, legislation, and promotion and public relations.

Exemplary state-level activities have been many and varied. Particularly noteworthy is the continued high quality of technical assistance provided by the Vocational Division to the local education agencies. Regional staff members of the Division have helped school districts and community colleges to improve vocational and technical education in all parts of the state.

Coordinated curriculum development efforts undertaken by the Vocational Division also represent a step in the right direction. While it is too early to tell just how effective these efforts have been, it is commendable that efforts have begun in this vital area. Comments received by the FSAC in relation to the state's curriculum development activities have come from local vocational and technical education officials. These officials have, by and large, expressed optimism when speaking of the usefulness they hope can be made of the new curriculum materials developed by the state.

Also worthy of commendation is the cooperative efforts undertaken between the Vocational Division and the State Board of Independent Post-Secondary Vocational, Technical, Trade, and Business Schools. Due to this cooperation, the Department of Education gained valuable information on student enrollments and completions in private vocational schools in Florida.

A federally funded project conducted by the University of South Florida (USF) may also prove to be of great benefit to vocational and technical education in Florida. The purpose of this project is to implement and evaluate alternative procedures for coordinating council operation and to validate and disseminate the alternative procedures throughout Florida.

Six pilot community college districts were chosen to develop model coordinating council organizational structures and procedures. Each participating council developed its own set of operating procedures. At the end of the field test the project staff and the council are to evaluate the effectiveness of the models and refine them.

Completion of the project is scheduled for December, 1976. It is hoped that the project will produce several highly practical, productive, and transportable operating procedures models. These models are intended to offer alternative ways for coordinating councils to improve interagency coordination and to make more effective use of vocational and technical education resources and facilities.

The activities listed above represent only a portion of the many commendable efforts undertaken throughout Florida to improve vocational and technical education.

Council Findings of Unmet Needs

Listed below are some of the major unmet needs of vocational and technical education as found by the Council in the process of assessing vocational and technical education programs, services, and activities for FY 76.

- Manpower projections available to local vocational and technical education officials are often inaccurate and lack credibility since special local conditions are overlooked.

- There is a great lack of salable vocational skills among inmates leaving prison.

- Inadequate consideration is given in the State Plan to vocational training programs conducted by "other sectors" such as CETA prime sponsors, organized labor, private schools, and industry.

- When measured on purely economic grounds, some Comprehensive Employment and Training Act (CETA) Title I vocational programs are marginal.

- Placement and follow-up data continues to go unused by local VTE officials in many areas of Florida.

- Attitudinal barriers may be operating to keep disadvantaged and handicapped citizens out of certain occupational programs.

- The *Master Plan for Vocational Teacher Education* is out of date.

- There is some question as to what criteria other than that specified in the State Plan are actually used to allocate federal vocational funds between and within categorical areas specified by federal law.

- State vocational funds provided for the replacement of obsolete and worn out equipment may not have been used for the purposes intended.

Council Recommendations

The recommendations listed below are made by the Council after a review of selected aspects of the vocational and technical education effort made in Florida during FY 1976. Discussions relevant to each of the recommendations are included in the body of this report; the page numbers at the end of each recommendation denote where the applicable discussion may be found.

1. Local level activities designed to determine the adequacy of vocational education in meeting student needs should be given greater emphasis in the development of the State Plan. (page 13)

2. Vocational and technical education officials at the local level should be provided with manpower information in a more usable form. The Department of Education should provide local officials with technical assistance needed to effectively use manpower projections. (page 13)

3. State Plan objectives relating to vocational curriculum development should include activities designed to meet the needs of rehabilitated offenders, the disadvantaged, and the handicapped. (page 18)

4. Close liaison should be continued between the Department of Education, the Department of Offender Rehabilitation, the Office of Vocational Rehabilitation, and the Division of Youth Services. A major priority of any agency serving target groups should be the improvement of in-service and preservice training for teachers of vocational programs serving target groups such as the handicapped and disadvantaged. (page 18)

5. The Department of Education should continue its efforts to (a) refine placement and follow-up data collection procedures, and (b) encourage local education agencies to use the results of placement and follow-up surveys to update vocational and technical offerings. (page 38)

6. The 1971 *Master Plan for Vocational Teacher Education* should be revised and updated annually. (page 44)

7. The Florida Department of Education should establish systematic procedures which will enable the Department to measure the effectiveness of vocational and technical programs designed to train students in occupational areas requiring licenses.

   + Information should be gathered which will focus upon:

     (a) the percent of students completing the course;
     (b) the percent of completers taking the licensing examinations;
     (c) the percent of completers from "b" above who pass the examinations;
     (d) comparisons, where applicable, among high schools, area vocational centers, community colleges, and private schools. (pages 45-46)

   + In addition, cost-benefit analyses should be conducted on the following public school programs:

     (a) high school cosmetology;
     (b) commercial pilot, and
     (c) airframe and powerplant mechanics. (page 46)

8. State licensing boards should review licensing requirements to determine the job relatedness of the requirements. (page 46)

9. The Department of Education (DOE) should clearly and concisely set forth criteria within the State Plan that will be used to allocate federal vocational funds to local education agencies. The DOE should then determine the extent to which funds are actually allocated on the basis of the criteria. (page 51)

10. The Department of Education should place greater emphasis on funding research and development projects (parts C and D fund sources) designed to meet the needs of students who have academic, socioeconomic, or other handicaps. (page 53)

11. The Department of Education should establish, and use, a research advisory group designed to assist the Vocational Division in reviewing and recommending priority areas for research and exemplary activities. (page 53)

12. The Division of Vocational Education should be maintained as a separate Division within the Florida Department of Education in order that it might continue to effectively exercise leadership in vocational education at all appropriate levels. The Division should be concerned with exercising leadership in performing three basic functions: administration, coordination, and evaluation. (page 78)

Other Areas of Concern

Although not fully dealt with in this report, there are several areas of concern about vocational and technical education which the Council hopes to explore more fully in the coming year. Among these concerns of the Council are the following:

+ To what extent are vocational and technical programs "overtraining" students; i.e., requiring students to enroll in programs longer than is actually needed to learn a particular skill?

+ What have been the long-range effects on the earning potential of vocational graduates as compared with non-vocational graduates?

+ What measures of effectiveness in addition to placement rates should be used to gauge the success of vocational programs?

+ To what extent do attitudinal barriers exist which hinder equal access of disadvantaged, handicapped, and female students to occupational programs? Also, how are these target groups being served in vocational programs?

+ To what extent are vocational facilities in Florida available for use by handicapped students?

+ Are public vocational programs cost-effective in terms of training students in specific skilled occupations?

+ To what extent is there inconsistency, statewide, in the length of training time required in various vocational and technical programs?

+ Are "caps" (limits) on vocational and technical student enrollments consistent with State Plan objectives of ever-increasing growth in enrollment?

+ How relevant are vocational education curricula to the current needs of business and industry? Specifically, are vocational students being trained to use the same equipment and techniques currently used by business and industry?

+ How effectively are vocational and technical education advisory committees functioning in light of recent legislation?

EVALUATION GOALS

GOAL I: "EVALUATION SHOULD FOCUS ON FLORIDA'S GOALS, PRIORITIES AND OBJECTIVES AS SET FORTH IN THE STATE PLAN"

"The State Advisory Council shall -

Advise the State board on the development of the State plan, including the preparation of long-range and annual program plans pursuant to paragraphs 102.33 and 102.34, and prepare and submit pursuant to paragraph 102.31(3)(2) a statement describing its consultation with the State board on its State plan;[2]

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[2] *Ibid.*, page 1.

GOAL I

ITEM OF INQUIRY

1. How valid and appropriate were the State's goals, priorities, and objectives in terms of student needs and employment opportunities?

Discussion

Employment Opportunities

High rates of unemployment have continued to plague Florida since 1974 (Table 3, page 86). That the recent recession hit Florida harder than the nation as a whole can be seen from Figure 2, page 81. In human terms, this has meant an average monthly unemployment of nearly 400,000 people in Florida. In view of such unsettling data, it is more important than ever that the State Plan deal realistically with employment opportunities.

An explicit goal of the State Plan is

> to meet all the needs of business and industry for trained employees, as may be needed from the public sector, and also to furnish maximum services to aid communities and specific areas of the state including those designated depressed or with high unemployment. (State Plan, Part II, page 29)

Service to people in vocational education programs, according to the State Plan, will be directed toward meeting by 1980 the needs of the labor force. The FSAC has commented in the past on its concern over the accuracy of the procedures used in the State Plan to determine "the needs of the labor force."

This concern, among others, led the FSAC to fund a project through the University of Florida (UF) which was designed to develop a methodology for determining the needs for vocational and technical education in urban areas in Florida (see Appendix B of this report for an abstract of this study). One of the major foci of this study was the uses of manpower information in vocational programming and planning.

Though the UF project was limited to one region of Florida, some of the findings of the study bear significantly on the appropriateness of State Plan labor market data. For one thing, the study found that "little if any use is made of national manpower information or national labor market trends and projections" (UF study, p. 231). The report remarked on the shortsightedness of such a situation by pointing out two factors: (1) national labor market trends and national economic events will have a large impact on all regional labor markets; and (2) it may be appropriate in some instances to train students for occupations in the national labor market as opposed to the strictly local labor market.

This study also pointed out the "need for the systematic use of existing information not only for planning new programs but also for student guidance and placement and for the evaluation of ongoing programs." Also pointed out was the belief that more accurate assessments of the adequacy of existing facilities and equipment for meeting present and future training demands would be promoted by a greater utilization of existing manpower information (UF study, p. 213).

The study also noted that manpower information is sometimes "abused" by vocational and technical education (VTE) administrators. These abuses were divided into two categories: (1) manpower information is sometimes used to justify programs preselected on other grounds, and manpower data and projections are rarely the motivating forces in program termination; and (2) the "sloppy" use of labor market concepts in needs assessment studies. The most serious source of confusion is due to the naive use of the terms "job opening," "job vacancy," and "need". A common procedure in needs assessments reviewed by the study is the projection of future demands for and supplies of labor. These projections are then compared in a mechanistic fashion and whenever projected demands exceed supplies the existence of a job vacancy is declared and a need for training is said to be present. The UF study team states that such conclusions are not warranted (UF study, pp. 213-214).

Local vocational officials complained to the UF researchers that the manpower projections for local areas (when available) are inaccurate, and they lack credibility since special local conditions are ignored. Too often the data are presented without a narrative explaining the overall economic conditions in the local labor market. Also, local VTE officials are often not provided assistance in how to use projections developed by outside "experts." Occupational classifications are rarely given in terms of VTE program clusters which can be used for student guidance and program planning, and, too often the needs of business and industry are not directly assessed (UF study, p. 12).

The study does point out, however, how existing manpower projection techniques for an urban labor market area can be improved, expanded, and made more meaningful for VTE planning. Specifically, the study concludes that the Occupational Information Delivery System (OIDS) now implemented at the state level in Florida can be fully adapted for use in individual urban areas. Also developed in the project is a systematic and comprehensive procedure to project the future supply of labor by occupations. While further testing of the technique is needed, the procedure does provide the first set of detailed occuaptional supply and demand forecasts to VTE program codes in a format VTE administrators might find useful (UF study, p. 212).

Student Needs

The specific procedure used to annually determine student needs is supposed to be described in Section 4.0, Part II, of the State Plan. This procedure is allegedly based on four criteria spelled out in Section 3.26-2, Part I of the State Plan (1974 edition).

Section 4.0, Part II of the State Plan is titled "Annual and Long-Range Planning and Budgeting." While a separate item of inquiry in this report covers the planning and budgeting procedures, it is germane to our discussion at this point for the FSAC to note that cross-referencing Section 4.0 Part II with Section 3.26-2 Part I contributes little, if anything, to a true understanding of student needs. As is remarked on in later discussion, the State Plan is written in terms of state-level staff functions, not in terms of locally directed activities. Thus, student needs are actually interpreted in terms of state-level staff activities identified with functions and responsibilities of various state bureaus and sections.

IN SUMMARY, the inadequacy of manpower information at the local level coupled with the lack of emphasis given in the State Plan to local level determinations of student needs causes the FSAC to express concern over the validity and appropriateness of the state's goals, priorities, and objectives in terms of student needs and employment opportunities.

Recommendations

- *Local level activities designed to determine the adequacy of vocational education in meeting student needs should be given greater emphasis in the development of the State Plan.*
- *Vocational and technical education officials at the local level should be provided with manpower information in a more usable form. The Department of Education should provide local officials with technical assistance needed to effectively use manpower projections.*

ITEM OF INQUIRY

2. Were the State's goals, priorities, and objectives sufficiently comprehensive in terms of specific population groups such as disadvantaged, handicapped, postsecondary, offender rehabilitation, and students served through the Division of Youth Services?

Discussion

Particular attention was given throughout the FY 76 State Plan to objectives designed to improve vocational education for the disadvantaged and handicapped. The prominence given target groups in the State Plan may be taken to be indicative of a growing statewide commitment to better meet the needs of these people.

Sufficiency of the state's goals, priorities, and objectives as they relate to the needs of target groups was evaluated primarily through information gathered from agencies serving the various groups. This information, summarized by agency, is presented below.

Offender Rehabilitation

The Florida Legislature, through the passage of the Correctional Reform Act of 1974, mandated an evaluation of the vocational education programs that are now within the Department of Offender Rehabilitation. Subsequently, the Legislature enacted the Correctional Organization Act of 1975 which requires an annual evaluation of 20 percent of the Department's major programs. Accordingly, the Department designed and initiated the Comprehensive Evaluation System as a tool for conducting such evaluations.

The Department's Bureau of Planning, Research, and Statistics released a preliminary report on vocational training follow-up in June, 1976. Preliminary findings of this report indicate that 15 percent of the Department's inmate population were enrolled in vocational training during the period from April 1975 to March 1976. Of the three types of facilities surveyed (major institutions, road prisons/vocational centers, and community correctional centers) major institutions have the highest percentage (17%) of vocational enrollment. The greatest number of all participants were enrolled in construction related training, accounting for 38 percent of the certificates awarded. Seventy-nine percent of all participants worked in the interim between training and release, 60 percent of whom were involved in community work release.

The study found that 51 percent of the participants held work responsibilities subsequent to training that were related to their vocational education. Males represented the greatest majority (93%) of released trained offenders, in approximately the same proportion as is found in the Department overall. Whites comprise a slightly higher percentage (59%) of the trained group than is found in the general population. However, the average age for the trained offender was slightly younger (27 years) than the average inmate age (29 years) and the educational achievement grade level for the vocationally trained offenders (7.6) was significantly higher than that of the general population (5.8) of inmates.

A higher percentage of the offenders trained in vocational programs have committed crimes against persons than is found in the general Departmental population. Trained offenders, on the average, were sentenced to nearly six years and ended up serving slightly more than two years; whereas in the general population, the average sentence is only four years of which most inmates serve slightly more than one year. Follow-up of the 219 vocationally trained inmates who had been released during the period of time in which the study was conducted indicate that the vast majority (96%) are currently under supervision.

Revealing as the findings of the preceding study have been, they do not pinpoint the areas of greatest need. This was covered through personal interviews between staff from the FSAC and Department of Offender Rehabilitation (DOR). When asked to name the areas of greatest need in DOR vocational training programs, three items were detailed: (1) the need to develop closer liaison with the Department of Education; (2) difficulty in keeping vocational teachers because school districts often offer higher salaries; and (3) the greatest need of all--the lack of salable skills among inmates who leave prison.

Vocational Rehabilitation

Since the beginning of the Vocational Rehabilitation Program in 1920, physically handicapped youth of employable age have been eligible for services. In 1943 Public Law 113 was passed, and the mentally handicapped became eligible for vocational rehabilitation services. In Florida a research and demonstration project was developed between the Duval County public school system and the Division of Vocational Rehabilitation to serve the mentally retarded at the high school level. In 1963 Senate Bill 606 was passed by the Florida Legislature which enabled the Division of Vocational Rehabilitation to enter into cooperative agreements with other state, county, or municipal forms of government for the purpose of pooling resources to serve the handicapped. It was during 1963 that two Vocational Rehabilitation Cooperative School Programs were established in Bay and Duval counties. There now are 33 county Vocational Rehabilitation Cooperative School Programs.

Between 1963 and 1974 the Cooperative School Programs (CSP) accepted referrals into the caseloads between the ages of sixteen to twenty-two. Beginning with fiscal year 1975 the upper age limit was changed to nineteen. Once a referral has entered the CSP caseload he may be followed throughout the entire rehabilitation process until closure by a CSP counselor. This policy change will have an effect on future program statistics.

Several policy changes made regarding acceptable disabilities will also have an effect on the program statistics in the future. These were the removal of the disability category of behavioral disorder and the removal of the borderline mentally retarded. The Rehabilitation Act of 1973 also establishes an order of selection for services to clients. It specifies that the most severely handicapped individuals shall receive vocational rehabilitation services prior to any other handicapped individuals who have applied for such services.

The guidelines of the CSP specify a three-phase senior high school work study program consisting of evaluation, education/training, and job placement. Vocational training is provided during the second and third phase of the individual's program through formal or on-the-job training. The purpose of the CSP is to achieve a cooperative and coordinated delivery of vocational rehabilitation services to handicapped students in grades 10-12 through the joint efforts of the program for vocational rehabilitation and county school boards.

According to the *Annual Report on Cooperative School Program Activities for Fiscal Year Ending June 30, 1975* the total number of clients served in the 33 County Cooperative School Programs during FY 1975 was 17,727. This represents a reduction of 3,242 or 15.4 percent from the previous year when 20,969 were served. There were 8,914 active cases carried over from the previous year.

A total of 2,048 clients were rehabilitated during FY 1975, which represents twelve percent of the total cases served compared to seventeen percent for FY 1974. The number of clients rehabilitated decreased from the previous year by 1,529 or 42.7 percent. The youth served were handicapped by physical, emotional and other mental disabilities.

There were approximately 200 fulltime certified public school teachers and 133 fulltime vocational rehabilitation counseling positions assigned directly to the Cooperative School Program in the 33 participating counties. In these counties approximately 100 schools were served where specific teachers were assigned to the program. Over 200 schools were involved in making referrals on an individual basis. The remaining 34 counties were served by vocational rehabilitation counselors with general caseloads, but not on the basis of a formal cooperative agreement between the Office of Vocational Rehabilitation and the county school boards.

The average number of clients served per counselor was 133. The average number rehabilitated per counselor was 15.3 with an average expenditure of case funds of $531. The average weekly earnings of the 2,048 rehabilitants at the time of case acceptance was $5.00 and at closure $88.00, or gross annual earnings of $9,371,648.

Division of Youth Services

The table on the following page provides a breakdown of enrollment in vocational programs operated by the Division of Youth Services (DYS). As can be noted from the table only one DYS Start Center has vocational offerings. The Start Centers are designed for short-term adolescent residential treatments.

ENROLLMENT IN DIVISION OF YOUTH SERVICES
VOCATIONAL PROGRAMS, AS OF JUNE, 1976

Name of School	Enrollment
Alyce D. McPherson School for Girls	178
Arthur G. Dozier School for Boys	182
Florida School for Boys	274
Howell E. Lancaster Youth Development Center	70
Fort Clinch Start Center	14
TOTAL	718

Academic group laboratories at the DYS centers allow each child to individually progress at his own level and rate in academic and vocationally related subjects relevant, at that point in time, to his own goals and aspirations. It is the role of the academic group laboratory teacher to facilitate learning. As a "learning facilitator" the academic group laboratory performs four functions: (1) assisting students to identify needs; (2) assisting students to state objectives relative to needs; (3) motivating students in activities to meet objectives; and (4) evaluating process and product.

In addition to the basic and general education provided in the academic group laboratories, half of the school day is used for career information and specific vocational education.

Some of the Youth Services wards are multiple handicapped. All are socially maladjusted; many are emotionally disturbed, physically handicapped and/or have learning disabilities. Therefore, there is need for an exceptional child education program designed for Youth Services wards. The program is primarily designed to motivate the students to learn (1) the social skills, and (2) the basic and entry level vocational skills students need to fit back in their home community and schools.

The Division's exceptional child education program must maintain order and client motivation, and change client attitudes so learning can take place. The child's education program in the Division must be consistent with the academic and vocational opportunities in the child's home community as the average term of enrollment in the Division school is less than six months.

The Youth Services exceptional child education program consists of approximately equal parts compensatory academic/vocational and humanities education. The vocational education program consists of a wide and varied offering of vocational courses. Some of the courses have as a goal the offering of a range of vocational experience from which an individual may explore vocational interests.

One of the greatest needs expressed by the DYS in relation to its vocational programs is the development of curriculum materials. Serving as it does a unique segment of society, the Division of Youth Services needs specialized vocational curriculum materials, and any technical assistance provided by the Department of Education would be valuable.

There is also a need to replace obsolete equipment in many DYS vocational programs.

IN SUMMARY, State Plan goals, priorities, and objectives are not sufficiently comprehensive in terms of target groups discussed in this item of inquiry. Particularly lacking are objectives relating to curriculum materials development and inservice and preservice training activities for teachers of vocational programs serving these target groups.

Recommendations

- *State Plan objectives relating to vocational curriculum development should include activities designed to meet the needs of rehabilitated offenders, the disadvantaged, and the handicapped.*

- *Close liaison should be continued between the Department of Education, the Department of Offender Rehabilitation, the Office of Vocational Rehabilitation, and the Division of Youth Services. A major priority of any agency serving target groups should be the improvement of inservice and preservice training for teachers of vocational programs serving target groups such as the handicapped and disadvantaged.*

ITEM OF INQUIRY

3. Were the State's goals, priorities, and objectives related appropriately to vocational training programs conducted by, or through, private schools, industries, organized labor, and Comprehensive Employment and Training Act prime sponsors?

Discussion

Inadequate consideration is given in the State Plan to vocational training programs conducted by "other sectors" such as CETA prime sponsors, organized labor, private schools, and industry. Table 1 of the State Plan, for example, projects the total output of "other sectors" in 1976 as being less than 14,000. The inaccuracy of this figure can be gauged by the fact that in FY 1976 almost 14,000 CETA Title I participants entered employment upon terminating their training (*Work in Florida*, 1976; p. A-25). Private schools, organized labor, and industry programs trained several thousand other workers. Indeed, the number of workers trained by industry is quite large, as was pointed out in the Urban Needs study conducted for the FSAC, "most job skills currently in use have been learned on-the-job!" (p. 68)

The FSAC was unable to obtain worthwhile data relating to the magnitude of industry training programs in order that an even more accurate assessment might be made of the State Plan. Efforts aimed at determining private vocational school output met with partial success this year, but not enough information was gathered to warrant more than general observations.

CETA prime sponsor training programs were the subject of close attention by the FSAC this year, and reasonably accurate data have been compiled on the vocational programs operated by prime sponsors. It should be noted that the State Plan supposedly uses CETA training program data in compiling labor force estimates. If this information is included in the State Plan, it is difficult to say what its effect has been or will be on labor supply and demand projections used in the State Plan.

This deficiency of data relating to CETA vocational programs occasioned an FSAC sponsored study at the University of South Florida (USF) to systematically attempt to measure, in specific terms, the impact of CETA funding on vocational and technical education programs in Florida; i.e., the per unit cost of this type of vocational education and the per unit benefits. The findings of this study, along with data from the *Quarterly Summary of Participant Characteristics* (CETA vocational programs), forms the basis for most of the following discussion.

CETA Impact Study

Title I (Comprehensive Manpower Services) is the primary manpower development title under CETA. The emphasis in Title I is on the provision of training, manpower, or supportive services leading to employment not subsidized by the Act. Title I replaces prior categorical manpower programs, such as the Manpower Development and Training Act (MDTA) and the Concentrated Employment Program (CEP).

The 19 CETA prime sponsors in Florida received almost $54 million of Title I CETA funds in FY 1976 (Table 4, p. 89). Of this amount approximately $3.5 million went for Section 112 vocational training programs. Faced with such a large and complex funding process the USF project limited its study to one area of the state, which included two prime sponsor counties and one county under the sponsorship of the Governor (a "balance of the State" county).

The principal conclusion of the USF study was that when measured on purely economic grounds, the CETA Title I vocational programs are marginal. The benefit-cost ratios calculated in the report were very conservative and constructed in such a fashion as to favor the program. Even with this somewhat favorable treatment, the benefit-cost ratios ranged from being slightly favorable to below the break even point (a benefit-cost ratio of less than unity). The researchers offered a number of explanations for their findings. The two most important explanations were: (1) the program is designed to try to reach the most unprepared, untrained clients possible. It would probably be easy to have a better benefit-cost ratio if those applicants who were most job qualified were taken into the training programs; and (2) the recently dismal performance of the state's economy.

The study voices the belief that the impact of the recession upon CETA, Title I programs has been negative. The recession in Florida has increased the supply of workers while reducing the demand for them. The recession also retarded the growth of wage levels to such an extent that in many cases real wages have declined since May 1974. Also, since the people trained by the CETA, Title I programs are basically entering the labor force, their wages are entry level wages only, and these have been pushed up by the increase in the minimum wage. There is no way of telling what the wage levels would have been in the absence of the forced wage increase brought about by the minimum wage increase.

In summary, the USF researchers concluded the recession has placed a burden on the CETA, Title I programs which has lowered the benefits of the training to the individual and society. In other states where the impact of the recession has not been as great, the entry level wages for the CETA trainees are much higher than those in Florida. It seems probably that as the Florida economy improves, the entry level wages will rise and the benefits derived from the vocational education program will increase.

A final discovery brought out by the study was that full-time equivalent (FTE) vocational students receiving CETA funding support were not separated for accounting purposes from the regular, non-CETA FTE's. Since CETA paid for all training costs except county supplied office space and utilities in the counties reviewed in the study, it may often be true that those counties with large CETA programs are gaining a larger percentage of the state's education dollars than comparable sized counties with no or small CETA programs. It should be pointed out that CETA does not pay for all training costs in some Florida counties, thus it would be erroneous to generalize too widely on this aspect of CETA funding.

Summary of Participant Characteristics

Figure 4, p. 90, displays some of the characteristics of CETA, Title I, Section 112 participants in Florida. Over half of the participants in 1976 (March 31, 1976 figures) were between 22 and 44 years of age and, somewhat surprisingly, 56.6 percent of the participants had the equivalent of a high school education or better. Whites (54.8%) and Blacks (39.3%) accounted for all but 5.9 percent of the participants.

Perhaps more interesting is the comparison made in Figure 5, p. 90. Note here that before participation in CETA vocational training over 60 percent of the participants were earning less than $2 per hour. After entering employment upon terminating training in the CETA program, the percentage earning less than $2 an hour dropped to 6.8 percent. It must be pointed out that Figure 5 applies only to the CETA participants who entered employment upon termination, or only 28.3 percent of the total terminees.

Female CETA participants represented 46.5 percent of the total and seemed to fare slightly better than their male counterparts in percent terminating training (58.0% versus 56.8%) and in percent entering employment after termination (28.8% versus 27.8%).

Vocational Needs Relating to CETA

The FSAC staff conducted several interviews with Department of Education staff designed to gather data for this report. One of the areas of need identified during these interviews was that of staff development for CETA instructors and counselors. The type of trainees involved in CETA vocational programs pose special problems for some of the CETA staff members.

A symptom of this problem has been the large number of dropouts from the CETA vocational programs. According to the Department of Education, these dropouts are running about twice as many as had been predicted. This high dropout rate may have been caused by a lack of knowledge among vocational teachers, counselors, and administrators about what CETA was intended to accomplish. Many of the CETA vocational programs make little effort to work with problem students because they lack this understanding and have not been taught to work with such special groups.

Little or no preservice or inservice education at the nine state universities is being directed toward the skills needed to work with CETA vocational students. This alone may cause the high dropout rate to continue as new vocational teachers become involved with CETA training programs.

IN SUMMARY, State Plan goals, priorities, and objectives are not adequately related to vocational training programs conducted by, or through, "other sector" agencies such as CETA prime sponsors.

ITEM OF INQUIRY

4. Were valid and reliable procedures set forth in the State Plan to accomplish each stated goal, priority, or objective?

Discussion

Measurable criteria in the FY 76 State Plan are for the most part applicable to the objectives rather than the goals or priorities. The priorities are qualitative in nature and general in scope; goals are both long and short range and, like the priorities, do not usually lend themselves to quantification.

It is evident, however, that an attempt has been made to clear up some of the ambiguities which have permeated past State Plans. A strong effort appears to have been made to identify cogent activities for the objectives. These activities characteristically outline what the staff of the Vocational Division will do to "serve target groups, at all levels of instruction, throughout the state," and as such do not place particularly strong emphasis on initiatives taken at the local level.

The question then becomes one of determining whether activities taken at the state level represent valid and reliable means of accomplishing State Plan objectives. Generally, relevant procedures and activities are outlined for the accomplishments of State Plan objectives.

IN SUMMARY, the procedures set forth for accomplishing State Plan objectives are, in general, valid and reliable. Efforts have clearly been made in the FY 76 State Plan to improve the relevance of procedural statements.

ITEM OF INQUIRY

5. What progress was made during FY 76 in meeting the State's long-range goals, priorities, and annual objectives?

Discussion

Only a partial answer may be given to this particular item of inquiry because much of the data needed are not available. As in the previous year, the Vocational Division was unable to supply the Council with data from the annual federal reports in time for inclusion in the annual evaluation report. Recurring difficulties in obtaining data from local agencies have annually necessitated a delay in the submission of the annual federal reports on scheduled due dates.

Some objectives in the State Plan, however, are measurable in terms other than annual federal report information. Upon these objectives the FSAC focused its assessment of State Plan progress. Four types of measurable objectives were analyzed: (1) objectives dealing with occupational program areas; (2) target group objectives; (3) research and development related areas; and (4) objectives relating to administration and supervision.

Occupational Program Area Objectives

By far the largest number of FY 76 State Plan objectives were directed toward the occupational program areas (e.g., health, home economics, industrial, etc.) though specific objectives varied from occupational program to occupational program. Three general areas received the greatest amount of emphasis: the development of information regarding manpower supply and demand; curriculum development; and inservice and preservice training.

Objectives relating to "the needs of the labor force" are ostensibly developed in accordance with information contained in the State Plan. A previous item of inquiry in this report discussed some of the Council's concern associated with the validity of State Plan labor market information. However, even if the objectives directed toward "the needs of the labor market" are judged valid, it is questionable as to whether a great deal has been achieved toward meeting the objectives. Difficulties still exist in matching jobs to occupational programs and in the disaggregation of statewide employment demand data down to the school district level.

Curriculum development objectives in the State Plan met with a degree of success in FY 76. For example, V-TECS catalogs for nine different vocational programs have been printed and distributed. The catalogs, which contain criterion referenced measures, performance guides, and tool and equipment lists, have been distributed for the following programs: auto mechanics, auto body repair, turf grass management, data processing, landscaping, fast food service, secretarial, tractor mechanics, and bank teller.

One State Plan objective that was not accomplished was that of establishing and implementing minimum student performance standards for 15 vocational programs. According to information received from the Division of Vocational Education the standards mentioned above were not implemented for any vocational programs during FY 1976. Plans have been made to accomplish this objective in FY 1977.

The inadequacy of State Plan objectives dealing with preservice and inservice training is most strikingly pointed out in the findings of an FSAC-sponsored study which is covered under a separate item of inquiry. Goals, priorities, and objectives related to preservice and inservice training will obviously have to be developed in light of current needs. This cannot be done until the Vocational Division updates the *State Master Plan for Vocational Teacher Education.*

Target Group Objectives

State Plan target group objectives dealing with enrollments have undergone major revision. In the past, enrollment goals for the disadvantaged have been based on serving 15.5 percent of the total students enrolled in vocational programs. Handicapped enrollment goals called for service to be provided to nine percent of the total enrollment. Based on information provided by the Bureau of Exceptional Children, the State Plan disadvantaged vocational enrollment objectives now have a goal of serving 9.29 percent of the total students. Handicapped projections now call for serving 3.85 percent of total enrollments in this target group.

Table 26, p. 116, shows that these new target group enrollment objectives are in line with historical data. During the five year period 1971-75 disadvantaged students accounted for roughly eleven percent of total enrollment, while handicapped students comprised, on average, less than two percent of the state totals.

Several objectives relating to the handicapped were directed toward improving vocational work evaluation services. According to the Division of Vocational Education there has been a continuing emphasis on the development of work evaluation units for students with special needs. These "units" are laboratories set up to serve handicapped students by assisting them in assessing their training needs. Since 1971 there have been 15 vocational work evaluation units funded from Part B (P. L. 90-576) funds earmarked for the handicapped.

Research and Development Objectives

Listed below are seven specific objectives for statewide research and exemplary programs listed in the FY 76 State Plan. The projections for objectives are listed along with the "actual" accomplishments. As can be seen all of these objectives were met or exceeded.

Objective: Identify research and exemplary problem areas for consideration of funding support.

Number of Research and Exemplary problem areas: Projection: 10
Actual: 12

Objective: Classify problem areas and determine priority.

Number of committee meetings: Projection: 6
Actual: 6

Objective: Review and recommend for funding support research and exemplary projects meeting established criteria and priority needs.

Number of committee meetings: Projection: 3
Actual: 3

Number of approved research and exemplary projects: Projection: 20
Actual: 25

Objective: Monitor the management aspects of funded research and exemplary projects.

Number of visits to project sites: Projection: 80
Actual: 127

Objective: Upon request, prepare and submit proposals for projects supported with the U. S. Commissioner's discretionary funds.

Number of projects: Projection: 3
Actual: 7

Objective: Supervise discretionary projects funded by the U. S. Commissioner of Education.

Number of supervisory visits: Projection: 36
Actual: 52

Objective: Prepare progress and final reports of research and exemplary projects for submission to the U. S. Office of Education.

Number of reports prepared for USOE: Projection: 40
Actual: 40

Administration and Supervision

As pointed out under a separate item of inquiry, Part II of the State Plan is apparently the Vocational Division's plan, rather than Florida's State Plan for the administration of vocational education (see FY 1976 State Plan, Part II, p. vi). Thus the objectives relating to administration and supervision of vocational and technical education at the division level are most important. Paradoxically, these objectives are the most difficult to measure in terms of accomplishment. Stress is so often placed on the preeminence of state level functions that it is difficult to understand how or why local agencies are to be encouraged to use the State Plan for planning purposes.

Yet, an objective of the State Plan is to "help state and local personnel to reach goals and objectives through more extensive use of the State Plan as a viable planning document." Activities designed to accomplish this objective relied on the "planning knowledge and expertise to be derived from the State Plan" (State Plan, Part II, p. 33). It is not clear just what knowledge and expertise is to be derived from the State Plan since data relating to local districts does not form an integral component of the objectives or priorities.

IN SUMMARY, mixed progress was made during FY 76 in meeting the state's long-range goals, priorities, and annual objectives. However, it must be noted that some of the data needed to fully address this item of inquiry were not available due to problems associated with data collection.

GOAL II: "EVALUATION SHOULD FOCUS UPON THE EFFECTIVENESS WITH WHIGH PEOPLE AND THEIR NEEDS ARE SERVED"

> *"The State Advisory Council shall--*
>
> *Evaluate vocational education programs, services, and activities under the State plan, and publish and distribute the results thereof."*[3]

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[3] *Ibid.*, page 1.

GOAL II

ITEM OF INQUIRY

1. To what extent are valid planning, programming, and budgeting data available at the State and district levels, and how effectively have the data been utilized?

Discussion

Part II of the State Plan places strong emphasis on annual and long-range planning and budgeting for vocational and technical education (pp. 26-28). According to this document, the planning process being developed and implemented is "basically that of determining (1) where Florida is, (2) where Florida needs to go, and (3) how Florida is going to get there."

Thus, the question of concern to the FSAC becomes one of determining how well the three questions above have been answered through vocational planning, programming, and budgeting data. Some of the answers to these questions have been touched on in an FSAC sponsored study conducted this past year through the University of Florida (also see Goal I, Item of Inquiry No. 1 of this report).

Before proceeding further, time should be taken to look at what we are talking about. The acronym PPB is usually used to stand for planning, programming, and budgeting. It is a budgetary process that is supposed to make government operations more efficient and more effective. The meaning (definition) of PPB has not become standardized (Merewitz and Sosvick, 1971; p. 2).

Whatever the definition used of PPB, one of its most often listed features is that of quantitative evaluation of alternatives; i.e., cost-benefit or cost-effectiveness analysis. The need for such analyses is pointed out by the University of Florida study team as follows:

> It appears that VTE program planning should give more consideration to benefits and costs in the assessment of needs. Cost-benefit information should be well organized and included in the planning process. This means that forecasts of demand and supply by occupation should be supplemented, on the one hand by cost data. One the other hand, information on manpower requirements should have corresponding information with respect to prospective earnings, conditions of work, and job satisfaction. (p. 19)

The fact that these types of analyses are not conducted by the Department of Education on vocational programs on an ex post or ex ante basis is a point to be borne in mind in the following discussion.

Results of Field Work

Field work conducted by the UF research team led them to conclude the existence of vocational program unevenness within the region they studied. This was attributed to a number of factors: First, average costs per student varied greatly from county to county. Costs were higher in counties with low enrollments. This indicated to the researchers the presence of economics of scale in VTE, which means that VTE resources are utilized more efficiently in the larger counties, thereby resulting in lower costs per student. The irony of the situation is that counties with small VTA programs must spend more money per student and, therefore, they have limited program diversity. In contrast, counties with large VTE programs can offer substantial program diversity because of greater efficiency. Therefore, program duplication in each county is unwarranted in terms of cost effectiveness (UF study, pp. 220-221).

The report also noted program unevenness due to the lack of a common structure that permits the identification of similar programs and indicates the differences of those which are not. "Thus, comparison made between programs with the same title, but located in a different facility or county, are not appropriate." (UF study, p. 221).

The third factor contributing to program unevenness according to the study is the lack of coordination among the semi-autonomous administrative units which have responsibilities for providing VTE. The study team argued that the region they reviewed (Planning Region Four) represented a consistent labor market area, so coordination of VTE planning and programming can most fruitfully occur in a labor market wide context.

Local Level Input

The final issue discussed by the University of Florida study team in relation to field work findings was that of local autonomy and state planning. This issue is essentially concerned with the degree of centralization in VTE planning.

> Although state planning should be encouraged, it must not ignore the intimate knowledge of local labor market conditions and program functioning which is possessed at the county level. The implementation of a "top down" planning hierarchy would neglect valuable sources of information, exclude many knowledgeable individuals from the planning process, and ultimately it would be a substantial source of friction between state and

> local VTE administrators. Therefore, it is suggested that the local officials be included in the planning process from its inception, rather than at its termination. (p. 222)

The suggestion of greater attention to local input in the planning process has been alluded to in other parts of this report. The FSAC sees the need for Florida to go in the direction of more local level input, rather than moving in the direction of decisions being made at the state level and handed down to the local level.

As one example, there is a need to provide local level VTE officials (school districts and community colleges) with precise information on how future federal vocational funds are to be allocated. This vital source of funding for vocational programs might be more efficiently and effectively utilized if greater local involvement were solicited.

Efficiency and Effectiveness

One of the major goals listed in the State Plan (Part II, p. 169) is the design, implementation, and maintenance of a system composed of input, process and product standards and measures for determining the effectiveness and efficiency of programs, services, and activities. The target date for completion of this goal is 1980.

However, it is never spelled out in the State Plan as to just what "efficiency" and "effectiveness" are taken to mean.

Cutt (1974, p. 1) states that the efficiency of an organization (e.g., Vocational Division, local school district, etc.) may be defined in terms of its capacity to achieve results with a given expenditure of resources--in short, the ratio between organizational inputs and outputs. Effectiveness is more broadly defined to refer to the degree of success an organization enjoys in doing whatever it is trying to do, that is its degree of success in goal achievement.

The two are clearly related, but need not always coincide; for instance, an organization's attempting to husband its resources in the interests of efficiency may seriously limit its effectiveness (Cutt, 1974, p. 1).

It thus becomes important for any vocational PPB system established at the state or local level to clearly define its organizational inputs and outputs. Accountability pressures from the public and the Legislature will eventually require vocational education to spell out in specific terms just what it has accomplished and just how well it was accomplished.

IN SUMMARY, the Council concludes that some of the vocational planning, programming, and budgeting data available at the state and local levels are of questionable validity. The Council further concludes that the absence of emphasis given to cost effectiveness and cost benefit analysis at the state level reduces the effectiveness of planning, programming, and budgeting decisions currently formulated.

ITEM OF INQUIRY

2. To what extent is there coordination of training opportunities among State and local level agencies?

Discussion

A previous item of inquiry in this report discussed some of the activities conducted by state agencies associated with vocational education in Florida. As noted in the earlier discussion, there is a need to maintain close liaison between the Department of Education and the other governmental agencies serving vocational students.

The following paragraphs cover cooperative efforts of agencies other than those previously mentioned. Specifically addressed are the cooperative efforts between the Division of Vocational Education and the State Manpower Services Council, county coordinating councils for the handicapped, state licensing boards, and the common course numbering project. Also discussed are the 28 coordinating councils for vocational education.

State Manpower Services Council

The relationship between the State Manpower Services Council (SMSC) and the Vocational Division was spelled out in the 1976 SMSC publication *Work in Florida*. It noted that the Director of the Division of Vocational Education is a member of the SMSC. Local representatives of the Division are members of most prime sponsor advisory councils. The Division, with the Florida Department of Commerce, is working closely with the Office of Manpower Planning in the design and implementation of an Occupational Information Delivery System (OIDS) for the state. This system will generate, store, and retrieve computerized data on occupational demand and supply in the state and in the state's ten regional planning areas. Close coordination between prime sponsors, the State Manpower Services Council, and the Division of Vocational Education is mandated and facilitated in CETA through Section 112 of Title I of the Act, which provides specific funds to the vocational education process.

The effectiveness of CETA sponsored vocational programs was discussed under a separate item of inquiry. (See Goal I, Item of Inquiry No. 3, pp. 19-21.

County Coordinating Councils for the Handicapped

The Local Councils for the Education and Rehabilitation of the Handicapped are established by the chief administrator of a local education agency. Membership is equally representative of special education, vocational education, and vocational rehabilitation. There is a requirement that each school district, community college, and special state school or institution (e.g., mental health hospital, Sunland Training Centers) requesting federal vocational funds establish a council.

These councils are recommending bodies for vocational programs, services, and activities designed to meet the needs of an identified handicapped population. Projects must receive the recommendations of the local councils before they can be funded and are included in district funding requests.

The State Council for the Education and Rehabilitation of the Handicapped receives and reviews projects recommended by the local councils. The State Council is composed of representatives from the Vocational Division, Office of Vocational Rehabilitation, and Bureau of Education for Exceptional Students, Division of Public Schools. This group reviews and recommends to the Vocational Division director whether to fund, not fund, or amend local projects.

In recent years emphasis has been directed toward providing services which the handicapped need in order to succeed in vocational training programs and in subsequent employment. Priority has been assigned at the national and state levels to "mainstreaming" handicapped students into regular programs.

Some examples of the type of services provided through funded projects have been:

1. teacher aides to assist vocational teachers who instruct the handicapped or who have a significant percentage of handicapped students in their classes; and,

2. special teaching materials designed to assist handicapped students to succeed in regular vocational programs.

State Licensing Boards

Several vocational and technical programs provide training in occupations for which students must be licensed before they are allowed to legally practice their occupation. State licensing boards exist to ensure student compliance with state and national requirements prior to formal licensing. An FSAC survey conducted this past year focused on 13 of the occupational programs requiring students to be licensed. This study is discussed under a later item of inquiry, so the present discussion is directed toward cooperative efforts between the licensing boards and the Department of Education.

Though there is evident cooperation between the licensing boards and the Department of Education (DOE), it is not highly developed as it should be. There is, for example, a definite lack of data sharing between the boards and the DOE.

Coordinating Councils

The FY 75 Annual Evaluation Report of the FSAC contained a good deal of information concerning the composition and effectiveness of District Coordinating Councils for Vocational Education. As mentioned in the FY 75 annual report, the Vocational Division obtained a grant from the U. S. Office of Education to develop models of operation for coordinating councils. This project, funded through the University of South Florida, is due to be completed by the end of calendar year 1976. The success of this project may have a good deal to do with the future directions taken by all 28 councils.

Common Course Numbering Project

A project is currently underway in Florida to improve articulation between the area vocational-technical centers, the community colleges, and the universities. The project, begun in November 1972, is designed to establish a common course numbering system among these three educational delivery systems.

Eighty-seven task forces comprised of over 600 faculty members are working on the project. The first phase of the project is due for completion in the fall of 1976. However, the occupational areas have been set aside for the first phase due to the exigencies of the project. Future efforts of the project will tackle the problems associated with the transferability of vocational and technical oriented courses.

The consequences and implications of this project augur well for vocational and technical education in Florida. If successfully implemented, the common course numbering system would reduce some of the inequities imposed on vocational and technical students regarding the transfer of course credits.

IN SUMMARY, the FSAC concludes there has been, overall, adequate coordination of training opportunities among state and local level agencies.

ITEM OF INQUIRY

3. To what extent are vocational and technical education students finding employment in areas for which they have been trained?

Discussion

Justification for the initiation or continuance of many vocational and technical education programs is often predicated on the contention that students completing these programs will be able to get a job related to the training received. In order to determine whether completers of occupational programs are in fact finding employment in training related jobs, the Florida Department of Education has assisted districts and community colleges in implementing follow-up surveys of recent vocational and technical education completers. Data compiled from the latest school district and community college follow-up surveys were reviewed by the Council, and the results of this analysis are presented below.

The Council was fortunate this year in having follow-up information from two new sources: private vocational schools and an FSAC staff conducted study of occupational programs requiring students to be licensed (see pp. 44-46 of this report for a more complete discussion of the Council study). Follow-up data from these two sources are unique in that this type of data had never before been gathered.

Thus, the Council was able this year to address this item of inquiry primarily through an analysis of four separate sources of data: (1) the public school district follow-up survey results; (2) community college follow-up survey results; (3) a private vocational school follow-up survey; and (4) the results of the FSAC study.

School District Follow-up Survey Results

Results of the follow-up survey conducted on FY 1975 completers of public school district vocational and technical education programs are displayed on Table 16, p. 109. This table gives a breakdown by school level and target group of the degree to which the completers employed at the time of the survey were actually employed in a job for which they had been trained. It should be pointed out that the percentages contained in Table 16 relate only to those completers who had been employed since leaving the vocational program; as such, the figures cover only about 45 percent of the total survey respondents. This fact should be borne in mind in any interpretation of the survey data. Also, it should be noted that almost 10 percent of those completers unavailable for training-related work reported that they had tried, but could not get a job in the field for which they had been trained. The recent high unemployment rates in Florida may account for part of this difficulty in locating training related jobs.

Given the above cautions to a too literal interpretation of the data, Table 16 does provide some useful insight into the relation of training to subsequent employment. Particularly interesting is the wide difference that can be noted between the secondary and postsecondary level completers in terms of job classification. Almost 60 percent of employed postsecondary completers responding to the survey were employed in a job for which they had been trained. This figure compares with a 34 percent rate from secondary respondents. Disadvantaged completers at the postsecondary level fared remarkedly better than their secondary counterparts getting jobs for which they had been trained (63% versus 29%).

A further caution must be added to any analysis given to this table: the job classifications "one for which trained" and "related to training" should not be added together to arrive at an overall figure of completers employed in training related jobs. The reason for this is that the term "related to training" is vague and leaves no room for objective judgments concerning the degree to which the job is related to training, i.e., the job-relatedness may range all the way from the marginal to the closely related.

Table 17 (p. 110) shows a comparison between FY 74 and FY 75 employed respondents who indicated they were employed in a job for which they had been trained. At first glance it would appear as if a vast improvement had occurred in a one-year period. Once again, however, any interpretation of the data must be qualified. First, the sample of FY 75 completers was taken from a more tightly defined population than was sampled in FY 75. Second, the FY 75 follow-up survey was conducted among completers who had been given a longer period of time in which to find jobs. These points may or may not explain the large difference in survey response rates achieved between FY 74 (30%) and FY 75 (48%).

Even though it would be unwise to offer too many generalizations from Table 17, it does appear as if health related occupations were among the most successful in terms of having completers enter jobs for which they had been trained.

The Division of Vocational Education conducted a survey this past year of secondary school principals in an effort "to determine the reasons why many students were not employed in jobs for which trained." The results of this survey, while hardly conclusive, indicate that school principals believe the major reason a large percentage of former students are working in non-training related jobs is because there are "no jobs available."

This same survey found that 54 percent of the principals responding do not believe that the results of the vocational follow-up survey have been shared with members of advisory or craft committees in the appropriate program areas. Fifty-seven percent also indicated that the results of the vocational follow-up survey have not been utilized to make any changes in programs.

Community College Follow-up Survey Results

Community colleges throughout Florida conducted follow-up surveys of FY 75 occupational program completers. The results of these surveys were compiled by the Division of Community Colleges and are presented in Table 7 (p. 96) The figures in this table cover completers of all six community college occupational program areas and are broken into only two groups: total completers and the number placed in job trained for or related to training.

Many of the percentages seem quite low when compared to school district placement rates. This is because the community college percentages are calculated on total completions whereas school district placement rates, as discussed above, are based only on completers who have found employment. The Division of Community Colleges is making an effort this year to improve follow-up data collection procedures, and it is believed that next year's (FY 76) follow-up data will be more accurate, thus more useful.

Private Vocational Schools Survey

In cooperation with the State Board of Independent Post-Secondary Vocational, Technical, Trade, and Business Schools the Florida Division of Vocational Education conducted a telephone survey of 114 private vocational schools. The survey sought to determine the percent of private school completers employed in fields related to the training received. Analysis of the results of this survey revealed that the 81 schools supplying usable data had a training related placement rate of 59.9 percent. Some of the private schools provided training in occupations for which no comparable public school programs existed; e.g., bartending.

The data are presently too meager to justify placement rate comparisons between public and private vocational programs.

Licensing Study Results

Goal II, Item of Inquiry No. 6 of this report (pp. 44-46) discusses a study undertaken by the FSAC on 13 selected vocational programs. In addition to other findings, this study supplied the Council with data on student placement rates in five vocational programs. The programs and placement rates for public and private schools, where available, are shown on the following table.

PERCENT OF COMPLETERS EMPLOYED IN SAME
OR CLOSELY RELATED TYPE OF WORK FOR WHICH
TRAINED: PUBLIC & PRIVATE SCHOOLS
1973-75

Occupational Program	Schools	
	Public	Private
Airframe & Powerplant Mechanics	80.9%	73.7%
Barbering	80.0%	90.9%
Commercial Pilot	N.A.*	79.4%
Cosmetology	92.3%	N.A.*
L.P.N.'s	94.0%	N.A.*

* Information not available.

SOURCE: Occupational Graduate Employment Record, VA Form 22-8723.

IN SUMMARY, although caution must be used in the interpretation of available vocational student follow-up data, it appears as if secondary level program completers were less successful than their postsecondary level counterparts in obtaining training related employment. Also, completers of health related occupational programs were apparently more successful in finding training related jobs than were completers of the other occupational program areas.

Recommendation

- *The Department of Education should continue its efforts to (a) refine placement and follow-up data collection procedures and (b) encourage local education agencies to use the results of placement and follow-up surveys to update vocational and technical offerings.*

ITEM OF INQUIRY

4. To what extent are public vocational and technical education opportunities at the secondary and postsecondary levels available to all people?

Discussion

Enrollments

Listed below are the number of enrollments in vocational and technical education for all vocational services, at all levels from FY 1970 to the end of FY 1975:

Fiscal Year	Total Enrollments
1970	474,010
1971	461,539
1972	604,878
1973	709,006
1974	938,019
1975	917,368

The above figures are made up of student enrollments ranging all the way from short-term adult supplementary training of a few weeks to year-round enrollments. Interestingly enough, total enrollments appear to have dropped over the period 1974 to 1975. There is some question as to whether enrollments actually decreased or not. According to the Vocational Division's *Annual Descriptive Report* dated November 1975, "it is believed that enrollments increased in each vocational service, at all levels of instruction, in each target group, 1975 over 1974. It is thought that improved and more accurate reporting techniques in 1975 account for apparent decreases in enrollment." (p. 3)

If the preceding quote is correct, then it is probable that the enrollment figures for the years prior to 1975 are incorrect and reflect double counting of students in some instances. Faced with such an obvious limitation to the validity of enrollment data, it would be unwise to draw too heavily upon it for conclusive evidence of enrollment trends.

Assuming, however, the enrollment figures are reasonably accurate, Table 18 (p. 111) can be used to note vocational education enrollment per 1,000 population in Florida. According to this table vocational enrollment per 1,000 population increased almost 65 percent from FY 1971 to FY 1975. Table 26 (p. 116) shows the percent of total enrollments assigned a "disadvantaged" or "handicapped" designation. Combined, these two target groups comprised slightly over ten percent of the total enrollment for 1975.

Service to students is more accurately measured by full-time equivalent (FTE) data than by using headcount figures. Figure 8 (p. 94) provides a three-year (FY 74-75-76) comparison of school district vocational unweighted* FTE's by the six vocational cost categories. While the total vocational unweighted FTE's have increased by 26.8 percent during this period (Table 12, pp. 101-102), it is important to note that there has been a shift in the distribution of this growth in student FTE's. This may be seen in Figure 8 in cost categories V and VI. Prior to FY 76 only cooperative education and job entry courses had been in V and VI. The Department of Education funded a project to study the costs associated with vocational programs in a sample of school districts and redistributed the courses based on the results of the study.

The relation of vocational student FTE's to the total of all district student FTE's can be seen in Table 14 (pp. 105-106). This table shows the percent of total FTE's attributed to vocational and technical education and is broken down by school district. The percentages range from 5.80 (Indian River County) to 22.57 (Washington County).

Community college occupational program comparisons are found in Table 6 (p. 95) and Figure 7 (p. 94). Occupational program full-time equivalency, while not measured identically as in the school districts, forms almost one-third of all community college FTE's. Office occupational programs continue to comprise the largest share of total occupational FTE's, but trade and industrial education programs have begun to match this share.

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* "Full-time equivalency" (FTE) is determined by the number of net hours per week, divided by 25, that a student spends in a particular program (school districts). "Unweighted FTE" means those FTE's which have not been multiplied by assigned cost factors; i.e., 4.76, 2.64, 2.18, 1.69, 1.40, and 1.17.

Access to Programs

According to the State Plan (Part II, p. 28) "vocational education programs, services, and activities are now within commuting distance of over 99% of the state's population." Figure 6 (p. 92) shows the location of the state's 28 community colleges, all of which have occupational programs. Half of the community colleges now have a department designated as an area vocational education school. In addition to these 14 area vocational schools, there are 30 area vocational-technical centers operated by the school districts, and 52 departments of comprehensive high schools designated as area vocational schools.

Table 5 (p. 93) provides a breakdown by community college of the occupational programs offered. These programs are shown by occupational area as well as by type of program (degree, certificate, or both).

Impressive as the above information may be, access to vocational programs has to be measured in terms in addition to physical location. For example, obstacles remain which must be overcome to facilitate a continued expansion of vocational education opportunities for the handicapped in Florida.

Some of the barriers to training and equipment for the handicapped as identified by professional educators are:

1. Some vocational teachers lack understanding of the characteristics of the handicapped and the methodologies and techniques appropriate for effective teaching. Teacher training institutions should address themselves to providing preservice and increasing inservice training to vocational teachers who teach the handicapped full or parttime.

2. Lack of job opportunity information relating to the handicapped as a basis for implementing or continuing realistic job training programs.

3. Administrators and teachers think in terms of limitations rather than the positive characteristics of the handicapped.

4. Better coordination is needed between agencies having responsibilities for the handicapped, who together could provide a funding package to meet the total educational and rehabilitation needs of the handicapped.

In addition to the attitudinal barriers faced by the handicapped, there is the problem of access to facilities. Some of the older vocational and technical facilities need to be modified in order to allow easier access to handicapped students.

Attitudinal barriers may also be operating to keep the disadvantaged and minority group students out of certain occupational programs. Lack of information regarding the extent to which attitudinal barriers preclude certain groups from occupational programs may result in erroneous planning decisions being made by vocational administrators and supervisors.

The Vocational Division presently has only one staff member assigned specifically to work with the disadvantaged, and due to other job requirements the staff member is only able to devote part-time attention to the needs of the disadvantaged.

The Vocational Education Amendments of 1968 (P. L. 90-576) places strong emphasis on the vocational education needs of persons with "academic, socioeconomic, mental, and physical handicaps that prevent them from succeeding in regular vocational education programs" (Part B, Sec. 123(a)(6)(B)). This emphasis is needed at the state and local level if "ready access to vocational training or retraining" (Part A, Sec. 101) is to become a reality.

IN SUMMARY, attitudinal barriers may exist in Florida to limit the availability of public vocational and technical education opportunities for handicapped and disadvantaged students.

ITEM OF INQUIRY

5. To what extent are preservice and inservice training programs for vocational and technical education teachers appropriately related to the demand for and the supply of vocational and technical education personnel by program area, level, and area of the state?

Discussion

Inservice and preservice training of vocational and technical education personnel in Florida have been a concern of the Council for several years. Much of this concern resulted from a continuing lack of current data with which the Council might accurately assess training programs. In its last two annual evaluation reports (FY 74 and 75) the FSAC recommended to the State Board of Education that " . . . a system [be] designed to gather information on future supply and demand for vocational personnel by program area, level, and area of the state." One of the principal uses suggested for data generated through this proposed system would be to update the *State Master Plan for Vocational Teacher Education.*

Responses received to the recommendation cited above indicated that "one of the priority areas [of the Florida Department of Education] will be to develop and maintain a statewide master education plan for vocational teachers, supervisors, and administrators." Council assessment plans, however, called for information on inservice and preservice education to be supplied sooner than projected by the Florida Department of Education. It was in response to these plans that the FSAC funded a project to gather baseline data for vocational and technical teacher education in Florida.

Baseline Data Project

The three major purposes of this study were:

1. to develop baseline data relative to the supply of and demand for vocational and technical education personnel by program area, level, and area of the state;

2. to identify the availability of inservice and preservice programs for vocational and technical education personnel with emphasis on: (a) location of vocational and technical education programs; (b) number and types of vocational and technical programs; and (c) training personnel who conduct inservice and preservice programs;

3. to analyze any discrepancies which may exist between the need for and the availability of programs including any unwarranted duplication of training efforts.

A description of the methodology used in this study is outlined in an abstract which is in Appendix B of this report. The present discussion will be used to comment on the major findings of the study as they relate to the purposes of the project as specified above.

Supply and Demand for Vocational and Technical Personnel

The data collected in this project indicated that, with one important exception, supply and demand for vocational and technical education personnel in Florida are fairly well balanced, and that current productivity of teacher education institutions in Florida is not creating an oversupply of vocational and technical teachers. In addition, teacher education institutions do not appear to be producing at "full capacity." The report also noted that a considerable amount of the teacher supply component resulted from the migration of teachers into the state.

The health and public service program area proved to be the one serious exception to the general finding of equilibrium between supply and demand forces. Based on projections made in this study, there is a current and growing unfilled need for qualified personnel in this program area.

Availability of Inservice and Preservice Programs

Data gathered from local district master plans led the "Baseline Data" project staff to conclude that: (a) inservice programs are not distributed in proportion to vocational teacher personnel; (b) most inservice activities are of a professional rather than technical nature; (c) most inservice activities were offered for more than one vocational program area; and (d) funding for inservice activities was not equally distributed throughout the state.

Data concerning the qualifications of the personnel who conducted the inservice activities in the local districts and community colleges were compiled for the study. It was found that most training personnel were qualified on the basis on previous work and teaching experience, with few of the districts using inservice training personnel holding a doctorate degree.

Little usable data were gathered from the community colleges with which training personnel qualifications could be studied. The project staff did conclude that very few of the community colleges provided inservice training for their vocational and technical teaching personnel.

University teacher education personnel were asked to supply information regarding the qualifications of those persons who conduct preservice and inservice training in vocational education. All university respondents indicated responsibility for both preservice and inservice training. Across all program areas 78 percent of the respondents indicated they held a doctoral degree. When asked to note the number of years of teaching experience they had, 60 percent responded they had less than five years experience: only 16 percent indicated they had more than ten years teaching experience.

Master Plan for Vocational Teacher Education

Some of the most important findings of the "Baseline Data" project dealt with the inadequacy of the current *Master Plan for Vocational Teacher Education.* This Master Plan was issued in 1971 and by the end of FY 1976 had never been updated. A comparison of the Master Plan with vocational teacher training conditions existing in FY 76 led to the following observations:

1. Only four institutions were approved to offer vocational courses in 1971, whereas the FY 1976 State Plan listed nine regional state institutions offering preservice and inservice training programs.

2. Many of the existing programs in 1971 were operating without State Board approval, and some of the programs planned in 1971 have not begun yet.

3. In addition, several preservice programs not included in the 1971 Master Plan, as proposed or approved, had been installed. One program (home economics at the University of West Florida) did not appear in the Master Plan or in the State Plan.

IN SUMMARY, inservice training programs in Florida are not distributed in proportion to vocational teaching personnel. However, the supply and demand for vocational and technical education personnel in Florida are fairly well balanced.

Recommendation

- *The 1971 Master Plan for Vocational Teacher Education should be revised and updated annually.*

ITEM OF INQUIRY

6. To what extent are vocational and technical education students passing the applicable state and national licensing examinations as required for selected programs?

Discussion

During FY 76 the Council staff conducted a study of 13 vocational and technical education programs. The study represented an attempt by the Council to identify valid and reliable sources of data whereby some vocational programs might be evaluated in specified terms of effectiveness.

The programs selected for study were among those which require graduating students to pass licensing examinations before they are allowed to legally participate to the fullest extent in the occupation. The type of information gathered on these licensing programs varied due to the nature of the programs. In essence, however, the study sought to identify how successful schools in Florida have been in training students in these programs.

The 13 programs covered in the study are: barbering, cosmetology, cosmetology specialist, dental hygiene technology, emergency medical technology I, physician's assistant, professional nursing, practical nursing, masseur-masseuse, mortuary science, commercial pilot, airframe mechanic, and powerplant mechanic.

The percent of students passing their licensing examinations was one measure chosen with which the success of the various vocational training programs was analyzed. Where available, data was compiled from both the public and private school programs.

In some instances the Council was able to gather data relating to the percent of students who were able to find work in the same or a closely related area for which they had been trained.

The Council would like to make particular note of the cooperation the Council staff received while preparing the study. State Boards, area vocational-technical schools, and various other state and federal governmental agencies were most generous in giving of their time and information.

Summary of Study Findings

A review of the data compiled for this study provided the Council with examples of vocational and technical education programs which ranged from highly successful to those needing closer review. It should be pointed out that the pluses (successful programs) far outweighed the minuses (programs in need of closer review).

Some of the more laudatory findings of the study were:

1. In those programs for which data were available, a high percentage of public and private school vocational and technical education students were found to be passing the applicable state and national licensing examinations required.

2. Some programs are extremely successful in terms of having their graduates enter into employment in the field for which they were trained.

The above accomplishments are indicative of the success most of the 13 programs reviewed in this study have had in training students. However, the study resulted in bringing into focus some areas of concern to the Council. The major concerns of the Council center upon the following:

1. The public school barbering program is a relatively high cost, low productivity program which contributes very little to the statewide supply of barbers in Florida.

2. Students from high school cosmetology programs had a licensing exam success rate in 1975 which was approximately 20 percent lower than that obtained by students from all other public and private cosmetology programs.

3. Several schools offering emergency medical technology I training programs have no records of the licensing examination results achieved by their students. The Council wonders how these schools are able to say whether or not their programs are successful.

4. Very little usable data are available with which commercial pilot, airframe and powerplant mechanic programs may be evaluated in terms of licensing rates.

Recommendations

- *The Florida Department of Education should establish systematic procedures which will enable the Department to measure the effectiveness of vocational and technical education programs designed to train students in occupational areas requiring licenses.*

- *Information should be gathered which will focus upon:*

  A. *the percent of students completing the course;*
  B. *the percent of completers taking the licensing examinations;*

C. the percent of completers from "B" who pass the examinations;
D. comparisons, where applicable, among high schools, area vocational centers, community colleges, and private schools.

- In addition, cost-benefit analyses should be conducted on the following public school programs:

  A. high school cosmetology,
  B. commercial pilot, and
  C. airframe and powerplant mechanics

  The results of these analyses should be an integral part of any assessment made on the four occupational programs.

- State licensing boards should review licensing requirements to determine the job relatedness of the requirements.

GOAL III: "EVALUATION SHOULD FOCUS ON THE EFFECTIVENESS WITH WHICH VOCATIONAL AND TECHNICAL EDUCATION FUNDS ARE ALLOCATED AND UTILIZED"

"The State Advisory Council shall--

Advise the State board on policy matters arising in the administration of the State plan submitted pursuant to the Act and the regulations in this part."[4]

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[4] *Ibid.*, page 1.

GOAL III

ITEM OF INQUIRY

1. To what extent were federal vocational act funds used to address the State's goals, priorities, and objectives as set forth in the State Plan?

Discussion

It is very difficult to determine from a review of the State Plan exactly how much money is actually budgeted for a given activity. Budgeted dollar amounts are duplicated throughout Table 3 of the State Plan, and activities associated with the expenditure of funds for Vocational Division staff are included throughout Table 3.

Estimates of total funds needed for vocational education and an annual allocation plan are included in Table 6 of the State Plan. This table does not show how much of the federal vocational dollars was or will be allocated to school districts, community colleges, and universities in Florida. Data obtained from the Department of Education reveal that over $82 million of federal vocational funds were allocated to state and local agencies from FY 1972-76. Listed below is a breakdown of the totals by year:

Fiscal Year	Total Federal Vocational Funds Allocated
1972	$20,501,673.01
1973	11,802,714.94
1974	18,576,809.43
1975	17,438,864.41
1976	14,308,680.04

(SOURCE: Knott Data Center, 9/13/76)

Table 20 (p. 112) gives us some indication of how the federal funds were allocated. This table shows that school districts received almost two-thirds of the funds from FY 73 to FY 76. Community colleges got 17.2 percent, while 14.3 percent went to the nine state universities. Though the actual usages of these funds cannot be determined from this table, we are provided with some idea of how the fund sources (Parts of the Act, P. L. 90-576) were distributed.

Table 21 (p. 113) shows that over $13 million of federal vocational funds were disbursed for state administration from FY 1972-76. The bulk of this money was from Part B funds, and a large portion of the funds went to cover functions other than administration; e.g., supervision, indirect expense, etc.

Special activities of the Vocational Division have received large amounts of federal funds over the five-year period FY 72-76. Three of the major special activities of the Vocational Division are the Management Information System (MIS), the Career Education Center (CEC), and the annual summer workshop. Each of these activities has accounted for over one million dollars of allocated funds from FY 1972-76. (Table 19, p. 111).

Informative as these tables are they still do not tell us the extent to which federal vocational funds were used to address goals, priorities, and objectives in the State Plan. For example, 15 percent of the funds allocated under Part B are supposed to be used to serve the needs of disadvantaged students. Yet the data in Tables 20 (p. 112) and 21 (p. 113) provide no clues as to what percent of the actual Part B allocation in Florida went to serve the needs of this target group.

Responsibility for final decisions relating to the allocation of federal vocational funds rests largely with the Administrative Council of the Vocational Division. Since the criteria used by the Administrative Council to determine actual allocations within all funding categories specified in the federal vocational act are not included in the State Plan, the FSAC is unable to comment on the appropriateness of the criteria.

There is a need to ascertain if federal vocational funds are being effectively distributed throughout Florida so as to bring about the most benefits to students. Part I of the State Plan contains criteria which are supposedly used to determine the relative priority of local educational agencies for federal funding support. According to Part I,

> A district's total unmet student needs as a percentage of the state's total unmet needs, by level and type of student, will be considered in determining the district's relative position for funding consideration with respect to all other districts. (Part I, 3.27-1)

An analysis of federal vocational funds allocated in FY 1975 showed that there may be reason to question whether the "unmet needs" formula is strictly adhered to in allocating funds. One district, for example, received the second largest allocation of federal funds, yet this district's unmet needs were never higher than fifth in the state, in any category. While there may be justification for federal funds going to districts on a basis other than "unmet needs," it is not totally clear as to what this justification is.

IN SUMMARY, the FSAC concludes there is some doubt as to whether federal vocational act funds have been used to effectively address the state's goals, priorities, and objectives as set forth in the State Plan.

Recommendation

- *The Department of Education (DOE) should clearly and concisely set forth criteria within the State Plan that will be used to allocate federal vocational funds to local education agencies. The DOE should then determine the extent to which funds are actually allocated on the basis of the criteria.*

ITEM OF INQUIRY

2. What has been the impact in Florida of federal vocational funds allocated under the Vocational Education Act as amended in 1968?

Discussion

To undertake a full assessment of the impact of all federal funds allocated to Florida would be a mammoth endeavor. Instead, the FSAC limited its inquiry this year to two parts of P. L. 90-576; Parts C and D.

Part C relates to research and training in vocational education and Part D is concerned with exemplary programs and projects. As can be seen from Table 20 (p. 112), during the four years FY 73-76 there was a total of over $1.8 million of Parts C and D funds allocated in Florida. Over $200,000 of funds from these sources were disbursed for state administration during this same time period (Table 21, p. 113). Obviously, such amounts of money are bound to have an effect on vocational education in Florida. Measurements of the final effects are difficult, however, to arrive at.

This difficulty can be illustrated by reviewing some of the efforts taken by the Council to measure the impact of Parts C and D funds. The FSAC obtained lists of all state administered Parts C and D projects from FY 1972 to FY 1976. While these lists do provide information on which agencies got the funds, how much they got, and the title of the funded project, there is no way to tell precisely what the money went for. The titles and the sometimes accompanying brief descriptions of the projects often do not provide a sound basis for making judgments as to exactly what the projects were designed to accomplish.

With the above limitations in mind, the Council's review of Parts C and D funded projects (since 1973) did bring out the following observations:

1. There has been a decreasing emphasis given to funding projects designed to meet the needs of persons who have academic, socio-economic, or other handicaps. This occurred in spite of the fact that Sections 131 and 143 of P. L. 90-576 explicity state the need to direct efforts toward these areas.

2. An increasing amount of effort is being devoted to curriculum development and individualized instruction projects as well as competency based activities, such as competency based teacher education (CBTE).

Yet many of the questions basic to any implementation of competency based education have gone unanswered: questions about such areas as certification, legality, open-entry/exit, accountability, funding, cost-effectiveness, etc.

Priority Determination

Federal dollars go to the states to conduct vocational education programs, services, and activities. Certain percentages of these funds are set aside for priorities within the state. In Florida the priorities for Parts C and D funding are determined by the Administrative Council of the Vocational Division.

The Administrative Council reportedly determines the funding priorities after receiving feedback from conferences, workshops, area committees, the FSAC, and others. No needs assessment per se is done to determine funding priorities.

An obvious weakness with this arrangement is the absence of an advisory group. Prior to reorganization of the Vocational Division in 1974-75, there was an advisory council serving the Research Coordinating Unit (RCU). The Research Coordinating Unit Council was composed of representatives from each vocational program section and bureau of the Vocational Division, the RCU staff, the Vocational Division Director and Assistant Director, and representatives of other divisions and state agencies.

The broad purpose of the RCU Council, as stated in Part I, 5.11-4 of the State Plan, was to advise and counsel the RCU in accomplishing its objectives by reviewing research and related proposals and projects submitted to the Division for funding and recommending further priority of proposals to the Division Director.

The Council was also to assist in developing an annual and long-range plan for research and related activities, including funding priorities.

This Council, which actually ceased functioning around 1971, facilitated communication among the various bureaus and program sections within the Vocational Division. When the RCU Council was abolished as a result of reorganization of the Vocational Division, no comparable unit was established in its place.

The nearest thing to an existing group is the "Research Advisory Council." Originally set up to assist the Bureau of Vocational Research, Dissemination, and Evaluation by reviewing, recommending, and evaluating funded projects, the Research Advisory Council had never met as of the time this report was written.

IN SUMMARY, though inadequate data exist with which to measure the full impact of federal vocational funds Parts C and D, the Council concludes that there has in recent years been a lack of emphasis on funding research and exemplary projects designed to meet the needs of the disadvantaged and handicapped. There is also a definite need for a research advisory group to be established and used in determining priorities for future funding of research and exemplary projects.

Recommendations

- *The Department of Education should place greater emphasis on funding research and development projects (Parts C and D fund sources) designed to meet the needs of students who have academic, socioeconomic, or other handicaps.*
- *The Department of Education should establish, and use, a research advisory group designed to assist the Vocational Division in reviewing and recommending priority areas for research and exemplary activities.*

ITEM OF INQUIRY

3. How effectively and efficiently have State funds for vocational and technical education been used to develop vocational programs in the State's public school and community college districts?

Discussion

School Districts

State funding of school district vocational programs is largely carried out through the Florida Education Finance Program (FEFP). As discussed earlier, vocational student FTE's are weighted through the use of six legislatively assigned cost factors which range from 4.26 to 1.17. These weighted vocational FTE's are further multiplied by a base student allocation ($732.74 in FY 76) to determine the state FEFP funds going to school districts for vocational programs.

However, the Legislature each year sets a "cap" or limit on total state weighted vocational FTE's that can receive full funding. Any amount over the cap receives funding at a cost factor of unity (1.0), thus reducing the funded amount per weighted FTE.

Table 10 (p. 99) displays the weighted full-time equivalent students authorized and reported in FY 1976, as well as the FY 1977 authorization. Note that all special educational programs, including vocational education, exceeded the authorized FTE cap with the exception of adult community services. These figures were compiled in July 1976; later data on weighted vocational FTE's are presented in Table 13 (pp. 103-104). This table shows that the total weighted vocational FTE's were over the assigned cap in

FY 76 by less than two percent. Nineteen of the 67 counties were over cap, and one district (Orange County) accounted for over 44 percent of all FTE's over cap.

In light of recent economic developments in Florida, which have obviously affected state funding, the amount of state funds flowing to vocational programs in the districts appears to have been adequate. However, once questions as to quantity have been answered, the equally important questions of quality have to be addressed.

First of all, many vocational courses are funded in the wrong cost category. This is vividly pointed out in a cost study of vocational programs conducted by the Vocational Division. Computer printouts resulting from this study (PCS 005 and 006, 1/14/76) show that vocational courses having the highest costs per FTE are to be found in all six cost categories. Since the justification for the high weights given to vocational FTE funding is based in large part on the high cost of equipment replacement, and courses are assigned to the six cost categories in view of the costs associated with each course, it is evident that attention needs to be given to the vocational weighting factors in the FEFP.

The cost study mentioned above calculated costs per FTE on courses with and without depreciation added to the total costs. The average cost per FTE for all school district vocational courses with depreciation was $1,765.92. Without depreciation figured in the average, statewide cost per FTE was $1,435.04, or approximately $300 per FTE difference.

Calculating the current average vocational cost factor at 2.04* and multiplying it by the base student allocation of $732.74, it can be seen that each vocational FTE, on average, earned $1,494.79 during FY 1976. When this figure ($1,494.79) is compared to the costs per FTE the following results are obtained.

Amount Generated (Earned) per Vocational FTE	$1,494.79
Cost per Vocational FTE:	
With Depreciation	1,765.92
Without Depreciation	1,435.04

Granting some limitations to the data, it can be seen that it is vitally important to know what part of the money being generated (earned) by vocational programs is actually going to replace equipment. For if the preceding figures are reasonably accurate, the average amount of funds generated in vocational courses through the FEFP is less than adequate to replace obsolete and worn out equipment.

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*Total weighted FTE divided by total unweighted FTE. Since the total weighted is only 1.4% over cap, the average cost factor is the same; i.e., 2.04.

The 1976 Florida Legislature addressed the problem of equipment replacement by stipulating "that $3,500,000 of the FEFP funds allocated to vocational education is provided for and shall be spent only for vocational equipment replacement. These funds shall be allocated on a weighted vocational basis" (Conference Committee Report on House Bill 3500).

A Vocational Division survey conducted during October 1975 sought to identify the current procedures being used by school districts to provide for the replacement of instructional equipment. This survey found that, of the 53 districts responding, only 20 percent were using inventory records to determine funds needed for equipment replacement. Only 16 percent indicated that funds were being carried forward for replacement of equipment.

Regardless of the funds generated for or spent on vocational education in Florida the true measures of quality lie elsewhere--with the students served. As the FSAC noted in last year's report, there is a need to develop cost effectiveness data on vocational programs. Thus far the Vocational Division has displayed great reluctance to engage in cost-effectiveness or cost-benefit studies, despite a long history of FSAC prompting (see pp. 63-64 of this report for a discussion of this problem). Inaction on this matter could prove to have deleterious effects on vocational education; particularly so if cost-benefit studies are conducted by agencies outside vocational education and it is found that some vocational programs are not cost-beneficial. The resultant criticisms from such an evaluation would place vocational education needlessly in a defensive position. The FSAC believes that vocational and technical education administrators and supervisors should be the first to identify and correct deficiencies in any vocational program, service, or activity.

Community Colleges

Table 6 (p. 95) lists the community college occupational FTE's for the four-year period FY 73-76. Service to students in these programs has increased during this time period by almost 70 percent.

A breakdown of community college funding is provided in Table 11 (p. where it can be seen that the amount per FTE in occupational programs has been increased by over four percent for the coming fiscal year. The cost per FTE in all occupational programs is compared between 1974 and 1975 in Table 8 (p. 97). According to this table, the average cost per FTE in these programs went up 3.2 percent from one year to the next. Broken down by college, the range in cost per FTE in 1975 was from $1,075.94 to $1,941.46. This, of course, says nothing about what the program mix was at the various colleges, nor is it a good indication of program quality.

Curriculum Coordination and Development

The 1976 appropriations act of the Florida Legislature (H. B. 3500) provides for an activity which may offer some measure of the effectiveness of district and community college vocational programs. According to this act the Commissioner of Education is to

> conduct a study which shall specifically address the policy of state level and local school district and community college curriculum coordination and development. The study shall also address the organization of the Division of Public Schools and the Division of Vocational Education for the purpose of delivering curriculum and personnel development consultation to school districts and community colleges. (H. B. 3500, p. 21)

The results of this study are to be reported to the Legislature by February 1, 1977.

IN SUMMARY, there is doubt as to whether some of the funds generated for vocational education equipment replacement through the Florida Education Finance Program (FEFP) have been used for the purposes intended.

GOAL IV: "EVALUATION SHOULD FOCUS ON THE EXTENT TO WHICH COUNCIL RECOMMENDATIONS HAVE RECEIVED DUE CONSIDERATION"

> *"The annual evaluation report to the State advisory council may be accompanied by such comments of the State board as it deems appropriate. The recommednations of the State Advisory council shall be considered by the State board in developing the State plan for the ensuing year. Response in writing to each recommendation shall accompany the State plan and may include among other matters, the results of evaluations by the State board of programs, services, and activities which support, supplement, or differ with the evaluation results of the State advisory council."*[5]

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[5] *Ibid.*, page 1.

GOAL IV

ITEM OF INQUIRY

1. How effective has the Council been in carrying out the major functions assigned it by law?

Discussion

During the past year the FSAC conducted a study to determine how effective it has been in carrying out the four major functions assigned it by law. This study was occasioned by the concern of Council members as to what effect the FSAC has had on vocational and technical education in Florida.

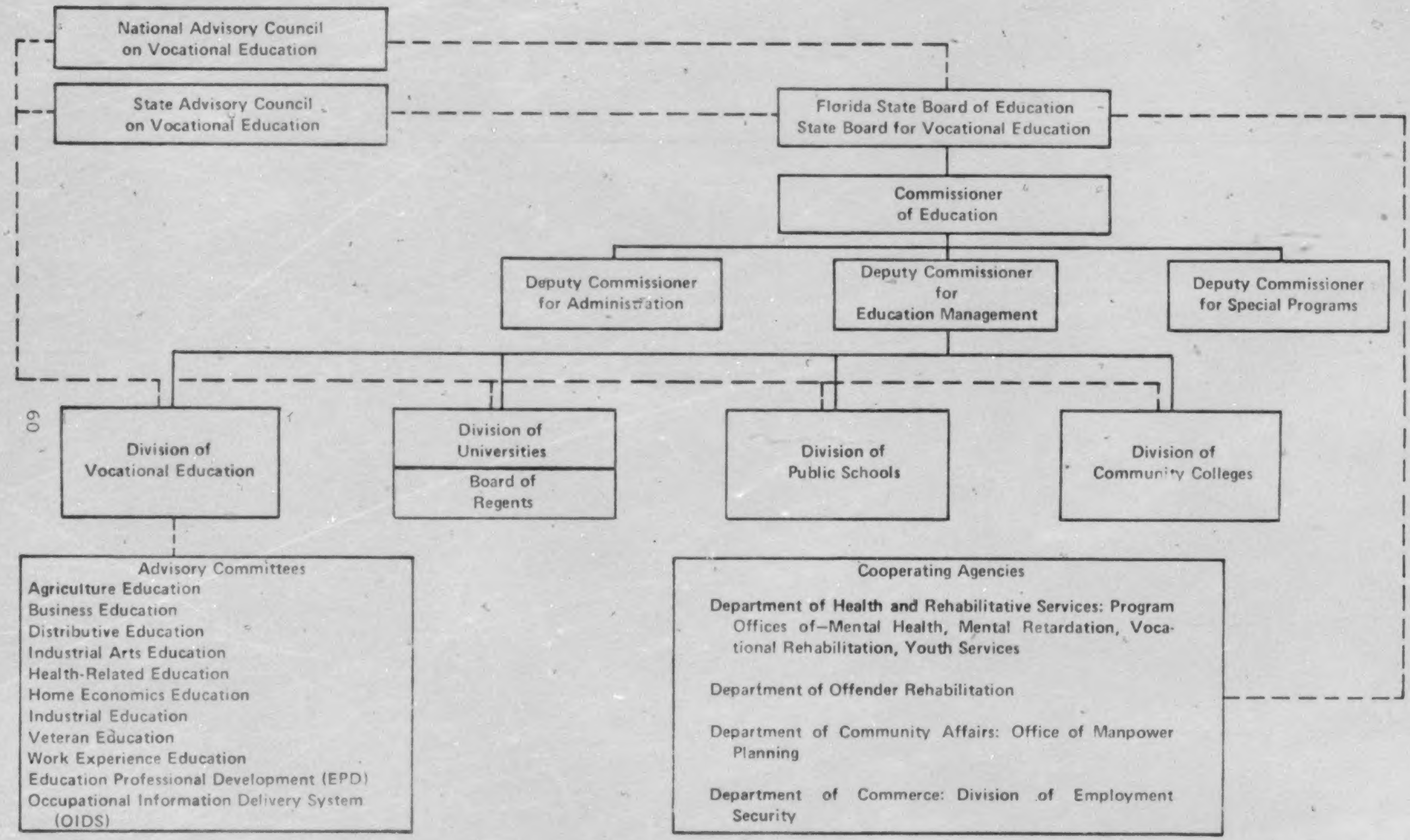
The analysis of Council effectiveness centered on three major areas: (1) the organizational structure of the Council; (2) the effectiveness of the Council in terms of its four legally stated functions; and (3) Council effectiveness as perceived by local vocational and technical education (VTE) officials. Following are the results of the three-prong analysis.

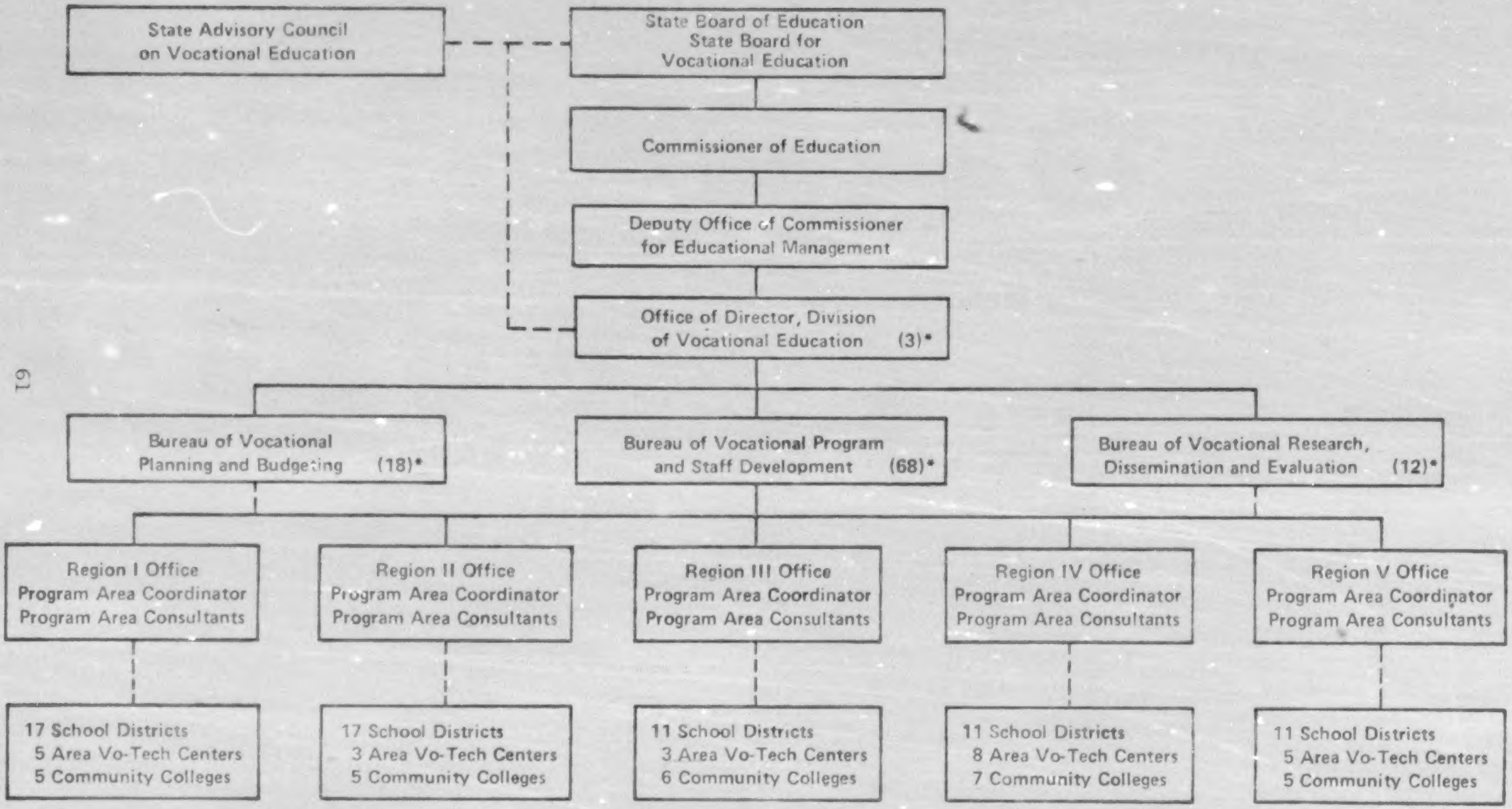
Organizational Structure of the Council

State Board Regulation 6A-6.75(3) specifies that the Council is assigned to the Division of Vocational Education for the provision of clerical and other supportive services. Physical housing of the FSAC has always been in Tallahassee. The organizational charts on the following pages reveal the relation of the FSAC to other agencies in Florida.

Analyzation of data related to membership in the Council found that less than eleven percent of the 46 people who had been appointed to the FSAC since 1969 have been female. It was also noted that almost two-thirds (65.2%) of the 46 appointees had been non-educators, and that the average length of Council membership is 3.1 years.

Attention was also focused on attendance rates of Council members at regularly scheduled Council meetings. The time period studied was from the first FSAC meeting (April 1969) to May 1976. It was found that member attendance at Council meetings has ranged from a low of 36.8 percent to a high of 84.2 percent. The average attendance percentage (mean) for all meetings scheduled is 59.0 percent, and the highest attendance rate for a single year was FY 76 when 65.6 percent of the members attended the meetings.


National Advisory Council on Vocational Education
State Advisory Council on Vocational Education
Florida State Board of Education State Board for Vocational Education
Commissioner of Education
Deputy Commissioner for Administration
Deputy Commissioner for Education Management
Deputy Commissioner for Special Programs
Division of Vocational Education
Division of Universities
Board of Regents
Division of Public Schools
Division of Community Colleges
Advisory Committees
Agriculture Education
Business Education
Distributive Education
Industrial Arts Education
Health-Related Education
Home Economics Education
Industrial Education
Veteran Education
Work Experience Education
Education Professional Development (EPD)
Occupational Information Delivery System (OIDS)
Cooperating Agencies
Department of Health and Rehabilitative Services: Program Offices of—Mental Health, Mental Retardation, Vocational Rehabilitation, Youth Services
Department of Offender Rehabilitation
Department of Community Affairs: Office of Manpower Planning
Department of Commerce: Division of Employment Security


State Advisory Council on Vocational Education
State Board of Education State Board for Vocational Education
Commissioner of Education
Deputy Office of Commissioner for Educational Management
Office of Director, Division of Vocational Education (3)*
Bureau of Vocational Planning and Budgeting (18)*
Bureau of Vocational Program and Staff Development (68)*
Bureau of Vocational Research, Dissemination and Evaluation (12)*
Region I Office Program Area Coordinator Program Area Consultants
Region II Office Program Area Coordinator Program Area Consultants
Region III Office Program Area Coordinator Program Area Consultants
Region IV Office Program Area Coordinator Program Area Consultants
Region V Office Program Area Coordinator Program Area Consultants
17 School Districts 5 Area Vo-Tech Centers 5 Community Colleges
17 School Districts 3 Area Vo-Tech Centers 5 Community Colleges
11 School Districts 3 Area Vo-Tech Centers 6 Community Colleges
11 School Districts 8 Area Vo-Tech Centers 7 Community Colleges
11 School Districts 5 Area Vo-Tech Centers 5 Community Colleges

*Number of Professional Staff

SOURCE: *Florida State Plan for the Administration of Vocational Education* under the Vocational Education Amendments of 1968, Part I; Tallahassee: 1976, p. 3a.

A review was made of the committee structure of the FSAC. The Council has had a total of seven standing committees and five ad hoc committees. The Council has also drafted four position statements and two resolutions.

The Council staff consists of three full-time personnel, and two part-time graduate assistants have been employed by the Council to assist the staff in research and evaluation activities.

FSAC Effectiveness in Terms of Legal Functions

The major responsibilities of the Council are spelled out in the preface of this report. The second phase of determining the Council's effectiveness was aimed at assessing FSAC performance in terms of these four functions.

In carrying out its assessment the FSAC turned to many sources of information: annual reports, letters received from various sources, minutes of meetings, research studies, state and federal laws, etc. Conclusions as to the effectiveness of the FSAC in carrying out its assigned duties were obviously influenced by several factors and stem from no single source.

Thus the conclusions derived concerning the Council's effectiveness in advising the State Board on development of the State Plan and on policy matters relating to the State Plan administration were reflective of an overall assessment. This assessment indicated that there was a degree of redundancy in FSAC recommendations relating to the State Plan. As an example, the Council recommended for three years that the goals and objectives in the State Plan be put in more quantifiable terms.

Another characteristic of past Council recommendations regarding the development of the State Plan is the heavy emphasis on what may be termed "item analysis" rather than a concern for the usefulness of the State Plan. "Item analysis" is here taken to mean the analysis of the components or "items" that go to make up the State Plan.

It is difficult at times to determine whether changes effected in the State Plan resulted from recommendations made by the FSAC. The review of Council minutes shows that most of the comments made by its members regarding the State Plan indicated satisfaction with the way in which the Council had been consulted in the preparation of the Plan.

The difficulty attached to measuring the effectiveness of the FSAC in improving State Plan developments can be seen in the following example.

At the April 1971 Council meeting the FSAC's State Plan Committee announced that they had offered eight recommendations to the Vocational Division regarding the State Plan. Specifically recommended was the use of full-time equivalent (FTE) figures rather than headcount enrollment data to represent service to vocational and technical education students.

Five years later (May 1976, FSAC meeting) it was announced by a representative of the Vocational Division that student FTE data were being considered for inclusion in the FY 77 State Plan. It would obviously be difficult to prove that the recommendation made by the Council five years ago was responsible for the change.

Effectiveness measures of the Council's second listed major function (evaluation, publishing and distribution of results) were taken primarily through an analysis of (1) what evaluation activities had taken place, and by whom; (2) the use made of these activities; and (3) who the results were shared with.

Through FY 76 the FSAC had funded 14 research related projects ranging in nature from vocational needs assessment in urban areas to an assessment of constraints effected by State Board of Education Regulations. These funded projects have been conducted through four of the state's nine public universities, but requests for proposals have gone to all nine universities.

The research projects have been used mainly to form all or part of the six previous annual evaluation reports of the Council. As such, the projects have essentially been designed to address statewide rather than local concerns. As is evidenced by this year's annual report, the findings of the 14 studies have played an important role in the Council's total evaluation effort.

The variable nature of the objectives of the funded projects has resulted in a final report distribution policy which has been aimed at sharing the reports with persons and agencies representing a broad spectrum of Florida's political and educational communities. Perceptions as to the effectiveness of the FSAC's reports and the distribution of these reports were obtained from many local VTE officials, and this information is covered later in this discussion.

Several letters have been sent to the Council in response to the findings of its research related projects. Few, if any, of the remarks in these letters can be judged as unfavorable to the Council's efforts.

The preparation and submission of an annual evaluation report by the Council is one of its major responsibilities, thus a major part of the effectiveness analysis centered on this function.

Six annual evaluation reports have been submitted by the Council prior to the one for FY 76. These six reports contained 180 recommendations, of which 19 were resubmitted recommendations. Guidelines developed by HEW suggest that state vocational advisory councils use the resubmission device if they so desire. It should be pointed out that several of the resubmitted recommendations dealt with exemplary vocational activities the Council felt should be continued. In general there has been a leveling off of the number of recommendations made in each year's annual report.

Fifty-five recommendations were made in FY 1970, for example, as opposed to 15 in FY 1975. The recommendations offered by the FSAC have tended to fall into 10 major areas, with the greatest number of recommendations directed toward target groups (34) and the State Plan (27). Other areas, and the number of recommendations made pertaining to each, are guidance and counseling (24), supervision and administration (23), management information (21), labor supply and demand (12), resource needs (12), cost analysis (11), preservice and inservice training (10), and placement and follow-up of vocational students (6).

Responses have been received to each recommendation made by the FSAC. The responses have come from the Division of Vocational Education and, one year only, the Division of Community Colleges. It appears, after reviewing all recommendations and responses, that many of the recommendations made by the Council could have been combined, thus reducing the total number.

Also, the resubmission of recommendations does not appear to be a very effective device for emphasizing Council concerns. The concerns of the Council might better be served through a more indepth annual analysis of actions taken by state and local agencies in response to past recommendations. Questions relative to the monetary aspects of recommendations need also to be more adequately addressed.

A striking example of "inactive response" to FSAC recommendations can be found in the area of cost-benefit analysis. Beginning with its first annual evaluation report in 1970 and continuing through its FY 1975 report, the FSAC has made six recommendations specifically related to cost-benefit analysis of vocational and technical programs. These six recommendations resulted from studies funded at least partly by the Council. As early as 1971 the Council recommended that "cost-benefit ratios and social and private rates of return of vocational-technical education programs be coupled with subjective evaluations to serve as input data for decision-making."

The Vocational Division responded to this recommendation by stating that no cost-benefit studies were underway but "further consideration will be given . . . as appropriate data becomes available."

In 1972 the Council recommended that cost-benefit analysis of vocational-technical programs be conducted on a sample of programs in secondary schools, area vocational-technical schools, and community colleges. The response to this recommendation indicated that "a proposal to conduct, on a sample basis, cost-benefit analyses of vocational courses is being developed."

There have been no cost-benefit studies conducted by or for the Vocational Division since the preceding recommendations were made; nor are there any such studies currently being undertaken. The Vocational Division, however, now has a Planning, Programming, and Budgeting (PPB) section. As one of the primary components of any PPB system is quantitative evaluation of alternatives (cost-benefit analysis) there is a possibility that the analyses will now be undertaken.

It should also be noted that several responses to FSAC recommendations have not directly addressed the recommendation. These responses have in past annual reports been discussed under Goal III. The 1972 annual report listed four responses that did not directly address the previous year's recommendations, and the 1975 annual report listed a similar example of this situation.

The Council's fourth and final legal function is that of conducting at least one meeting a year to give the public an opportunity to express views and concerns about vocational and technical education. From its first public meeting, held in Tallahassee (May 1969) to its FY 76 public meeting in Key West (September 1975), the FSAC has convened in almost every geographical area of the state. Following is a list of the counties where Council meetings have been held, up to and including the summer 1976 meeting, and the number of meetings in each county.

County	No. FSAC Meetings
Alachua	1
Bay	1
Brevard	1
Dade	6
Duval	2
Escambia	1
Hillsborough	2
Lake	1
Leon	18
Manatee	1
Monroe	1
Orange	5
Palm Beach	1
Santa Rosa	1

Each FSAC annual evaluation report since FY 71 has contained a summary of comments made by persons attending Council public meetings. Many of the concerns expressed by citizens relating to vocational and technical education needs have been reflected in recommendations formulated by the FSAC.

FSAC Effectiveness as Seen by Local VTE Officials

A questionnaire developed by the Council staff was sent to four target groups in an effort to determine how the groups rated the effectiveness of the FSAC. The four target groups were school district superintendents, local vocational directors, community college presidents, and occupational deans. A total of 185 questionnaires were sent out and a response rate of 55.1 percent was achieved.

The questionnaire consisted of a series of eight items which the local VTE officials were asked to respond to. In addition, a ninth item asked the respondents to rate the overall effectiveness of the Council in terms of its four major functions. Space was provided under each item for written comments any target group member might wish to make. The following eight tables list the eight items and show the manner in which each of the four groups responded to the items. Comments received under each item are also shown. Following each comment is a letter in parentheses which codes the group from which the comments came; (S) stands for superintendent, (D) for local director, (P) for community college president, and (O) denotes occupational dean.

Responses received to item one indicate that almost 80 percent of the local VTE officials responding were familiar with the Council's involvement in the development of the State Plan. In item 2 only a little more than eight percent of the respondents claim not to have received any copies of FSAC sponsored research/evaluation studies. However, slightly over 40 percent of the same respondents indicated that they found the results of these studies helpful on a "sometimes" basis, while 19.6 percent felt the studies had not proved helpful (Item number 3).

Only eight percent of the persons responding said they had not recieved FSAC annual evaluation reports (Item number 4), and the responses to item number 5 show that almost two-thirds of the officials thought the annual evaluation reports have focused on the areas of most importance to vocational education in Florida.

According to the answer given to item 6, almost 80 percent of the sample believe that the recommendations made by the FSAC in its annual reports should have helped to improve vocational and technical education in Florida.

Sixty-seven percent of the VTE officials responding think that local level vocational administrators and supervisors are aware of the activities and legal functions of the FSAC (Item number 7).

Responses to the final item (Item number 8) show that an overwhelming percentage of the target groups sampled feel that the mostly lay (non-educator) membership composition of the FSAC should have helped the Council assess Florida's total vocational and technical education effort.

Table 1 (p.75) shows how local officials answering the survey rated the overall effectiveness of the FSAC in terms of its legal functions. By large percentages, good or excellent ratings for the Council were given under each of the functions. Over 87 percent rated the FSAC good or excellent on advising on the State Plan, and 78.5 percent rated the Council good or excellent on its second function--evaluation, publishing, and distribution.

The Council's effectiveness in terms of its annual evaluation report was judged by 90.1 percent to be either good or excellent.

Lower ratings were given the FSAC on its last function, that of conducting a public meeting. However, this function still received good or excellent ratings from over two-thirds of the local officials.

ITEM NO. 1

Are you familiar with the degree to which the FSAC is involved in the development of Florida's *State Plan for the Administration of Vocational Education*?

PERCENT RESPONDING

Respondents	Definitely Yes	Yes	No	Definitely Not
Superintendents	17.4%	52.2%	26.1%	4.3%
Local Voc. Dir.	12.2%	73.2%	14.6%	0%
Comm. Coll. Pres.	19.0%	61.9%	14.3%	4.8%
Occupational Deans	14.3%	57.1%	28.6%	0%
TOTALS (Weighted)	15.2%	63.6%	19.2%	2.0%

Comments:

"We receive very little info on the Council's activities." (O)

"Aware of comments you make on draft plan and final approval action by the Council." (O)

"Vaguely." (S)

"I have been in state since July 1, 1976." (S)

"To a degree." (D)

"I perhaps and probably should have this familiarity but am totally void of any info." (P)

"Was in FASC." (P)

ITEM NO. 2

Final copies of FSAC sponsored research/evaluation studies have been distributed to your office.

PERCENT RESPONDING

Respondents	Definitely Yes	Yes	Sometimes	No	Definitely Not
Superintendents	21.7%	47.8%	17.4%	8.7%	4.4%
Local Voc. Dir.	26.8%	65.9%	4.9%	2.4%	0%
Comm. Coll. Pres.	25.0%	35.0%	30.0%	5.0%	5.0%
Occupational Deans	33.3%	20.0%	33.3%	13.3%	0%
TOTALS (Weighted)	26.3%	48.5%	17.1%	6.1%	2.0%

Comments:

"Not since July 1, 1976. My secretary has no records prior to July 1, 1976." (S)

"Distribution is always made to all concerned. The FSAC Newsletter is excellent." (D)

"Only one." (D)

"Not on a regular basis." (P)

"Don't know. Read some things without noting who sent them or prepared them." (P)

"Not since I became president." (P)

"If college receives." (O)

"Either direct or through President, who shares Council products with my office." (O)

"Our faculty found the studies helpful and have used some of them in planning our programs." (O)

ITEM NO. 3

The findings and conclusions of FSAC sponsored research/evaluation studies have proved helpful to you in planning for vocational education at the local level.

PERCENT RESPONDING

Respondents	Definitely Yes	Yes	Sometimes	No	Definitely Not
Superintendents	8.7%	30.4%	34.8%	21.7%	4.4%
Local Voc. Dir.	10.0%	30.0%	45.0%	15.0%	0%
Comm. Coll. Pres.	9.5%	23.8%	38.1%	23.8%	4.8%
Occupational Deans	30.8%	15.4%	46.2%	7.6%	0%
TOTALS (Weighted)	12.4%	26.8%	41.2%	17.5%	2.1%

Comments:

"Provides the opportunity to know development and progress of other programs." (D)

"Could be improved if copies of all studies were available." (P)

"Since localities and local needs vary so widely, very limited use can be made of these locally." (P)

"[No.] As far as I know. Others may have used them on own campus." (P)

"Not yet anyway." (P)

"Could be if I had copies!" (O)

"Especially study on coordinating councils." (O)

ITEM NO. 4

FSAC annual evaluation reports have been sent to your office.

PERCENT RESPONDING

Respondents	Definitely Yes	Yes	Sometimes	No	Definitely Not
Superintendents	26.1%	52.2%	8.7%	13.0%	0%
Local Voc. Dir.	22.5%	70.0%	5.0%	2.5%	0%
Comm. Coll. Pres.	28.6%	42.8%	14.3%	9.5%	4.8%
Occupational Deans	20.0%	60.0%	13.3%	6.7%	0%
TOTALS (Weighted)	25.0%	58.0%	9.0%	7.0%	1.0%

Comments:

"Very interesting." (D)

"Very helpful." (P)

"Last one received 1974. (P)

"At least I do not think so." (P)

"Don't think so, but I may have received items without carefully reviewing them or without noting who sent them." (P)

"I'm not familiar with any." (P)

ITEM NO. 5

FSAC annual evaluation reports have focused on the areas of most importance to vocational education in Florida.

PERCENT RESPONDING

Respondent	Definitely Yes	Yes	Don't Know	No	Definitely Not
Superintendents	4.3%	52.2%	43.5%	0%	0%
Local Voc. Dir.	7.3%	61.0%	29.3%	2.4%	0%
Comm. Coll. Pres.	10.0%	50.0%	35.0%	5.0%	0%
Occupational Deans	15.4%	61.5%	23.1%	0%	0%
TOTALS (Weighted)	8.2%	56.7%	33.0%	2.1%	0%

Comments:

"Their awareness will be valuable." (D)

"[Yes.] However, I would question the priority of some items." (P)

"There has been a failure to come to grips with the practical problems of local control, administrative structure, and delivery systems." (P)

"But, as usual, are already out ot date when published." (P)

"I really don't know." (P)

"Sometimes 'yes;' sometimes 'no'--some areas overlooked consistently." (P)

"(Who or) how are these areas determined?" (O)

"Generally." (O)

ITEM NO. 6

Recommendations made by the FSAC in its annual evaluation reports should have helped to improve vocational and technical education in Florida.

PERCENT RESPONDING

Respondents	Definitely Yes	Yes	Don't Know	No	Definitely Not
Superintendents	0%	78.3%	21.7%	0%	0%
Local Voc. Dir.	15.0%	60.0%	22.5%	2.5%	0%
Comm. Coll. Pres.	28.6%	52.4%	14.3%	4.7%	0%
Occupational Deans	16.7%	75.0%	8.3%	0%	0%
TOTALS (Weighted)	14.6%	64.6%	18.8%	2.0%	0%

Comments:

"Has it?" (S)

"Provides directional trends in program development." (D)

"Seems unrelated to local problems?" (D)

"Sometimes recommendations do not consider the monetary element involved, and are therefore rendered ineffective." (D)

"Locals are not aware of resultant action, by the Division, to the recommendations." (D)

"No time to look into it." (D)

"Many of these recommendations have been totally unrealistic in terms of practicality. In addition, there has been the tendency to 'treat the symptoms and not the disease.'" (P)

"Definitely should have." (P)

"To a limited degree." (O)

ITEM NO. 7

Administrators and supervisors of vocational education at the local level (school district and community college) are aware of the activities and legal functions of the FSAC.

PERCENT RESPONDING

Respondents	Definitely Yes	Yes	Don't Know	No	Definitely Not
Superintendents	8.7%	52.2%	34.8%	4.3%	0%
Local Voc. Dir.	7.3%	70.7%	9.8%	12.2%	0%
Comm. Coll. Pres.	14.3%	33.3%	38.1%	14.3%	0%
Occupational Deans	13.3%	60.0%	20.0%	6.7%	0%
TOTALS (Weighted)	10.0%	57.0%	23.0%	10.0%	0%

Comments:

"Somewhat." (S)

"I am. I do not know about others." (S)

"I have no record of FSAC." (S)

"No input!" (D)

"I don't know about others." (D)

"I can only answer for myself." (D)

"[Don't know.] I do not know about the county personnel, but the statement is true at the college." (P)

"Many are not." (P)

"Most have general knowledge--relatively few have detailed knowledge." (O)

ITEM NO. 8

The mostly lay (non-educator) membership composition of the FSAC should have helped the Council in its assessment of Florida's total vocational and technical education effort.

PERCENT RESPONDING

Respondents	Definitely Yes	Yes	Don't Know	No	Definitely Not
Superintedents	17.4%	60.9%	21.7%	0%	0%
Local Voc. Dir.	17.5%	65.0%	17.5%	0%	0%
Comm. Coll. Pres.	40.0%	35.0%	25.0%	0%	0%
Occupational Deans	20.0%	40.0%	40.0%	0%	0%
TOTALS (Weighted)	22.4%	54.1%	23.5%	0%	0%

Comments

"The mostly lay (non-educator) membership should be retained." (D)

"Need more industrial membership." (D)

"This is one of the most important segments." (D)

"Depending on how well these people are informed." (P)

"The lay membership cannot be expected to have a broad, sweeping knowledge of the statewide effort. Perhaps these people have been expected to contribute more than they are capable of!" (P)

"I have never been to a State Council meeting." (P)

"Definitely should have!" (P)

"However, staff required to do technical survey work." (P)

"They could be more help if they were more involved at local level." (O)

"I don't [know] the depth of study they make or their experience." (O)

Source: FSAC
Questionnaire
September 1976

TABLE 1

OVERALL RATING BY LOCAL VTE OFFICIALS OF FSAC Effectiveness IN TERMS OF LEGALLY STATED FUNCTIONS

Functions & Ratings	District Super.	Local Voc. Director	Comm. Coll. President	Occup. Dean	Weighted Totals
ADVISE ON STATE PLAN					
Poor	0%	2.6%	5.3%	0%	2.3%
Fair	4.8%	5.3%	15.8%	27.3%	10.1%
Good	76.2%	63.2%	57.9%	45.4%	62.9%
Excellent	19.0%	28.9%	21.0%	27.3%	24.7%
EVALUATE, PUBLISH, AND DISTRIBUTE					
Poor	4.5%	2.6%	5.3%	0%	3.2%
Fair	9.1%	15.8%	26.3%	30.8%	18.3%
Good	68.2%	47.4%	52.6%	46.2%	52.7%
Excellent	18.2%	34.2%	15.8%	23.0%	25.8%
PREPARE ANNUAL EVALUATION REPORT					
Poor	0%	2.6%	0%	0%	1.1%
Fair	10.0%	5.3%	15.8%	7.7%	8.8%
Good	70.0%	50.0%	68.4%	61.5%	60.4%
Excellent	20.0%	42.1%	15.8%	30.8%	29.7%
CONDUCT PUBLIC MEETING					
Poor	4.8%	5.6%	16.7%	9.1%	8.1%
Fair	19.0%	22.2%	33.3%	18.2%	24.1%
Good	47.6%	33.3%	38.9%	72.7%	42.5%
Excellent	28.6%	38.9%	11.1%	0%	25.3%

Priority Areas for Improving Vocational Education in Florida

When the Council mailed the questionnaire discussed above, it also included a form constructed to receive feedback from the four target groups as to where they felt the greatest opportunities existed for improving vocational education in Florida. The mailout form listed eight areas suggested by the Council and asked the persons receiving the form to add any priority areas they thought had been omitted. Over 300 comments were received from the more than one hundred respondents. The sheer number of comments received precludes listing each of them in this report; however, a summary is given below of the comments made concerning each priority area.

The first priority area listed dealt with the "methods for establishing 'caps'" on vocational student enrollments. The comments received on this item were mixed in nature, but all reflected a concern for this topic. Comments ranged all the way from "Insanity" to "The present method is satisfactory." Several comments indicated there is a lack of information at the local level as to the method used to determine caps. As one local director put it, "Share with us the method or formula used for projecting caps so that we can more ably respond to projections made by the DOE."

The greatest number of comments came in relation to the second priority area listed, "Replacement of equipment in vocational programs." All four groups stressed in their comments the need to improve the current state of equipment replacement practices. Superintendents and local directors mentioned the earmarking of funds for this purpose, and each group mentioned the need for a more systematic method of handling this issue at the state and local level.

The technical assistance provided by staff members from the Vocational Division is generally rated as being of good quality. However, the comments received from the community colleges were not as favorable as those from the school districts.

"Development of curriculum materials" as a priority area also elicited favorable responses from most officials. Comments were especially favorable toward the V-TECS effort being undertaken, with most respondents expressing the hope that these materials will live up to expectations of high quality.

Concern was also voiced by the four groups over preservice and inservice education of vocational personnel. Generally, the groups indicated that more attention needs to be devoted to these activities, with some dissatisfaction evident over the manner in which workshops are presently conducted by state personnel.

Uneasiness was shown by the four survey groups over the placement and follow-up of vocational students. A consistent need was listed for the refinement and improvement of data collection activities relating to placement and follow-up.

Facility needs for vocational and technical programs in public schools also proved to be of concern to the sample groups. The need was voiced to make sure vocational education facilities are sufficient to meet expansion requirements in fast developing areas.

Other priority areas listed by the four target groups varied in nature, but many of the comments were directed toward the planning, programming, and budgeting aspects of vocational and technical education. Planning at the local level, for example, needs to be better coordinated between the two major delivery systems; i.e., districts and community colleges.

IN SUMMARY, the FSAC has apparently been effective in carrying out the major functions assigned it by law. This conclusion is based on evidence obtained from several sources, including a questionnaire mailed to four sample groups. The review of Council effectiveness did, however, point out some areas in which the overall effectiveness of the FSAC might be improved.

ITEM OF INQUIRY

2. What action has resulted from the Council's previous year's recommendations, and to what extent do these actions fulfill the intent of the recommendations?

Discussion

The preceding item of inquiry in this report discussed in some detail past Council recommendations and actions taken in response to the recommendations. While there has been a noticeable lack of urgency displayed in fulfilling some of the FSAC recommendations, for the most part sincere efforts have been made to implement the Council's suggestions.

One item which has not been discussed thus far in our review of past FSAC recommendations is that of maintaining the Vocational Division as a separate division within the Department of Education. Twice before (FY's 72 and 73) Council annual evaluation reports have carried a recommendation that "The instrumentality of vocational and technical education should be retained in the Florida Department of Education at a Division level." This recommendation formed the concluding part of a position statement adopted by the FSAC in January, 1972.

Comments received by the Council during the past year have generally praised the Vocational Division for its attempts to improve vocational and technical education in Florida. Technical assistance provided by the Division to local education agencies is highly rated, as was evidenced by written comments received back from a Council questionnaire mailed to local vocational officials.

IN SUMMARY, the FSAC considers the benefits of retaining a division level designation for vocational education in Florida to be far in excess of any costs involved. Of particular importance to the Council are the benefits believed to accrue to students. Retaining vocational education at the division level has, overall, increased the efficiency and effectiveness through which students are served in vocational and technical programs in Florida.

Recommendation

- *The Division of Vocational Education should be maintained as a separate Division within the Florida Department of Education in order that it might continue to effectively exercise leadership in vocational education at all appropriate levels. The Division should be concerned with exercising leadership in performing three basic functions: administration, coordination, and evaluation.*

APPENDIX A

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TABLE 2

ESTIMATES OF POPULATION
BY COUNTY IN FLORIDA:
July 1, 1975

STATE County	April 1 1970 (census)	July 1 1975 (est.)	Change 1970-1975	Average Yearly Percent Change[1] 1970-1975
FLORIDA	6,791,418	8,485,230	1,693,812	4.75
Alachua	104,764	130,838	26,074	4.74
Baker	9,242	12,256	3,014	6.21
Bay	75,283	91,606	16,323	4.13
Bradford	14,625	16,265	1,640	2.14
Brevard	230,006	251,986	21,980	1.82
Broward	620,100	876,296	256,196	7.87
Calhoun	7,624	8,328	704	1.76
Charlotte	27,559	42,190	14,631	10.11
Citrus	19,196	35,252	16,056	15.93
Clay	32,059	47,706	15,647	9.30
Collier	38,040	62,734	24,694	12.36
Columbia	25,250	28,793	3,543	2.67
Dade	1,267,792	1,437,993	170,201	2.56
De Soto	13,060	18,190	5,130	7.48
Dixie	5,480	6,638	1,158	4.03
Duval	528,865	578,347	49,482	1.78
Escambia	205,334	224,893	19,559	1.81
Flagler	4,454	6,634	2,180	9.32
Franklin	7,065	7,855	790	2.13
Gadsden	39,184	39,068	-116	-0.06
Gilchrist	3,551	5,052	1,501	8.05
Glades	3,669	5,148	1,479	7.68
Gulf	10,096	10,920	824	1.55
Hamilton	7,787	8,641	854	2.09
Hardee	14,889	18,511	3,622	4.63
Hendry	11,859	15,875	4,016	6.45
Hernando	17,004	28,546	11,542	12.93
Highlands	29,507	42,787	13,280	8.57
Hillsborough	490,265	605,597	115,332	4.48
Holmes	10,720	12,518	1,798	3.19
Indian River	35,992	46,254	10,262	5.43
Jackson	34,434	41,224	6,790	3.76
Jefferson	8,778	9,442	664	1.44
Lafayette	2,892	3,116	224	1.48
Lake	69,305	86,718	17,413	4.79

TABLE 2 con't.

County	April 1 1970 (census)	July 1 1975 (est.)	Change 1970-1975	Average Yearly Percent Change[1] 1970-1975
Lee	105,216	156,499	51,283	9.28
Leon	103,047	133,204	30,157	5.57
Levy	12,756	15,630	2,874	4.29
Liberty	3,379	3,925	546	3.08
Madison	13,481	14,423	942	1.33
Manatee	97,115	123,506	26,391	5.18
Marion	69,030	93,469	24,439	6.74
Martin	28,035	47,726	19,691	13.38
Monroe	52,586	55,706	3,120	1.13
Nassau	20,626	29,149	8,523	7.87
Okaloosa	88,187	102,017	13,830	2.99
Okeechobee	11,233	16,950	5,717	9.69
Orange	344,311	424,556	80,245	4.44
Osceola	25,267	36,668	11,401	8.59
Palm Beach	348,993	477,751	128,758	7.03
Pasco	75,955	130,190	54,235	13.60
Pinellas	522,329	666,595	144,266	5.26
Polk	228,515	275,973	47,458	3.96
Putnam	36,424	43,494	7,070	3.70
St. Johns	31,035	40,220	9,185	5.64
St. Lucie	50,836	69,079	18,243	6.84
Santa Rosa	37,741	46,892	9,151	4.62
Sarasota	120,413	163,172	42,759	6.76
Seminole	83,692	136,447	52,755	12.01
Sumter	14,839	20,589	5,750	7.38
Suwannee	15,559	18,866	3,307	4.05
Taylor	13,641	14,553	912	1.27
Union	8,112	10,395	2,283	5.36
Volusia	169,487	212,417	42,930	4.82
Wakulla	6,308	8,837	2,529	7.64
Walton	16,087	18,043	1,956	2.32
Washington	11,453	14,072	2,619	4.36

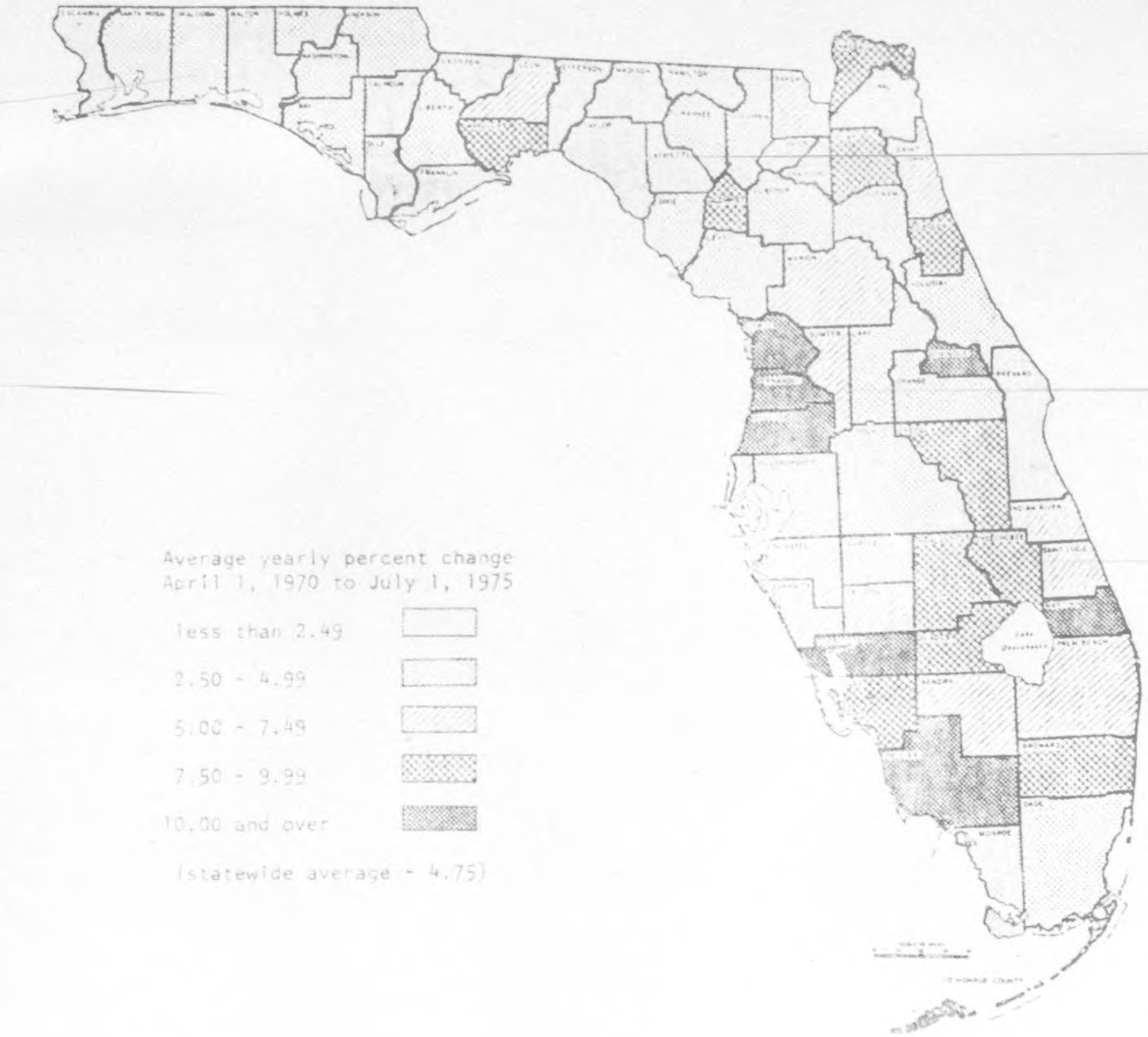
---

[1] The average yearly percent change 1970-1975 is computed as a 12 month average for the 5-1/4 year period April 1, 1970 to July 1, 1975..

SOURCE: *Florida Estimates of Population*, prepared for the Florida Department of Administration by the Division of Population Studies Bureau of Economic and Business Research, University of Florida February 1976.

FIGURE 1

POPULATION GROWTH IN FLORIDA: APRIL 1, 1970 to JULY 1, 1975


Average yearly percent change
April 1, 1970 to July 1, 1975
less than 2.49
2.50 - 4.99
5.00 - 7.49
7.50 - 9.99
10.00 and over
(statewide average - 4.75)
SANTA ROSA
OKALOOSA
WALTON
HOLMES
JACKSON
WASHINGTON
CALHOUN
BAY
LIBERTY
GULF
FRANKLIN
GADSDEN
LEON
JEFFERSON
MADISON
HAMILTON
BAKER
TAYLOR
DIXIE
LEVY
MARION
VOLUSIA
SUMTER
LAKE
ORANGE
BREVARD
INDIAN RIVER
ST. LUCIE
PALM BEACH
LAKE OKEECHOBEE
HENDRY
BROWARD
DADE
MONROE
MONROE COUNTY

SOURCE: *Florida Estimates of Population*, prepared for the Florida Department of Administration by the Division of Population Studies, Bureau of Economic and Business Research, University of Florida, February 1976.

TABLE 3

Florida Department of Commerce
Division of Employment Security
Research and Statistics

LABOR FORCE ESTIMATES
STATE OF FLORIDA
(in thousands)

Estimates Updated to
1975 CPS Benchmark

	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Annual Average
1970 Civilian Labor Force	2,653.1	2,666.5	2,671.9	2,654.4	2,644.7	2,645.6	2,581.3	2,568.2	2,591.5	2,618.7	2,672.7	2,723.6	2,641.0
Employment	2,564.4	2,573.0	2,578.3	2,563.8	2,549.1	2,520.4	2,445.0	2,438.7	2,458.4	2,487.6	2,543.4	2,602.1	2,527.0
Unemployment	88.7	93.5	93.6	90.6	95.6	125.2	136.3	129.5	133.1	131.1	129.3	121.5	114.0
Unemployment Rate: S/A	3.5	3.6	3.7	3.8	4.1	4.3	4.5	4.7	4.7	4.8	4.9	4.9	
Unemployment Rate: UNA	3.3	3.5	3.5	3.4	3.6	4.7	5.3	5.0	5.1	5.0	4.8	4.5	4.3
1971 Civilian Labor Force	2,743.8	2,764.2	2,771.3	2,746.6	2,747.4	2,761.5	2,719.7	2,707.0	2,730.5	2,750.4	2,790.1	2,827.4	2,755.0
Employment	2,617.2	2,630.9	2,641.3	2,621.1	2,624.6	2,611.8	2,562.3	2,564.5	2,584.9	2,611.1	2,657.3	2,712.9	2,620.0
Unemployment	126.6	133.3	130.0	125.5	122.8	149.7	157.4	142.5	145.6	139.3	132.8	114.5	135.0
Unemployment Rate: S/A	4.8	5.0	5.0	5.1	5.0	5.0	5.0	4.9	4.9	4.9	4.9	4.4	
Unemployment Rate: UNA	4.6	4.8	4.7	4.6	4.5	5.4	5.8	5.3	5.3	5.1	4.8	4.0	4.9
1972 Civilian Labor Force	2,801.7	2,817.9	2,845.4	2,814.5	2,813.2	2,829.3	2,772.3	2,764.9	2,805.1	2,865.4	2,931.5	2,994.7	2,838.0
Employment	2,676.9	2,693.0	2,722.7	2,697.7	2,701.3	2,689.0	2,627.2	2,633.2	2,669.7	2,733.1	2,811.4	2,876.8	2,711.0
Unemployment	124.8	124.9	122.7	116.8	111.9	140.3	145.1	131.7	135.4	132.3	120.1	117.9	127.0
Unemployment Rate: S/A	4.6	4.5	4.6	4.6	4.5	4.6	4.6	4.5	4.5	4.5	4.2	4.3	
Unemployment Rate: UNA	4.5	4.4	4.3	4.1	4.0	5.0	5.2	4.8	4.8	4.6	4.1	3.9	4.5
1973 Civilian Labor Force	2,983.5	3,020.1	3,070.0	3,053.5	3,072.9	3,121.2	3,080.3	3,073.0	3,094.9	3,134.4	3,195.4	3,252.8	3,096.0
Employment	2,856.4	2,897.1	2,954.3	2,941.7	2,957.5	2,971.7	2,930.8	2,933.5	2,952.7	2,992.1	3,057.0	3,111.1	2,963.0
Unemployment	127.1	123.0	115.7	111.8	115.4	149.5	149.5	139.5	142.2	142.3	138.4	141.7	133.0
Unemployment Rate: S/A	4.3	4.1	4.0	4.0	4.2	4.4	4.3	4.3	4.3	4.4	4.4	4.7	
Unemployment Rate: UNA	4.3	4.1	3.8	3.7	3.8	4.8	4.9	4.5	4.6	4.5	4.3	4.4	4.3
1974 Civilian Labor Force	3,244.5	3,277.5	3,297.4	3,310.3	3,348.7	3,354.6	3,307.6	3,282.7	3,304.5	3,339.8	3,384.5	3,459.8	3,326.0
Employment	3,086.7	3,110.0	3,132.8	3,150.9	3,185.8	3,155.9	3,092.3	3,065.9	3,074.0	3,088.6	3,112.2	3,160.9	3,118.0
Unemployment	157.8	167.5	164.6	159.4	162.9	198.7	215.3	216.8	230.5	251.2	272.3	298.9	208.0
Unemployment Rate: S/A	4.9	5.2	5.2	5.3	5.4	5.5	5.8	6.3	6.6	7.4	8.2	9.2	
Unemployment Rate: UNA	4.9	5.1	5.0	4.8	4.9	5.9	6.5	6.6	7.0	7.5	8.0	8.6	6.3
1975 Civilian Labor Force	3,436.5	3,448.7	3,520.0	3,509.3	3,522.6	3,513.2	3,444.6	3,405.2	3,424.6	3,433.2	3,481.2	3,513.0	3,471.0
Employment	3,119.8	3,133.1	3,174.6	3,152.1	3,166.8	3,123.2	3,059.4	3,013.4	3,019.6	3,037.9	3,084.6	3,127.5	3,101.0
Unemployment	316.7	315.6	345.4	357.2	355.8	390.0	385.2	391.8	405.0	395.3	396.5	385.5	370.0
Unemployment Rate: S/A	9.1	9.2	10.2	11.1	11.2	10.4	10.1	11.0	11.2	11.3	11.6	11.6	
Unemployment Rate: UNA	9.2	9.2	9.8	10.2	10.1	11.1	11.2	11.5	11.8	11.5	11.4	11.0	10.7

S/A=Seasonally Adjusted UNA=Unadjusted

FIGURE 2

COMPARISON OF UNEMPLOYMENT RATES--
Florida vs. U.S.
1975 and 1976 YTD

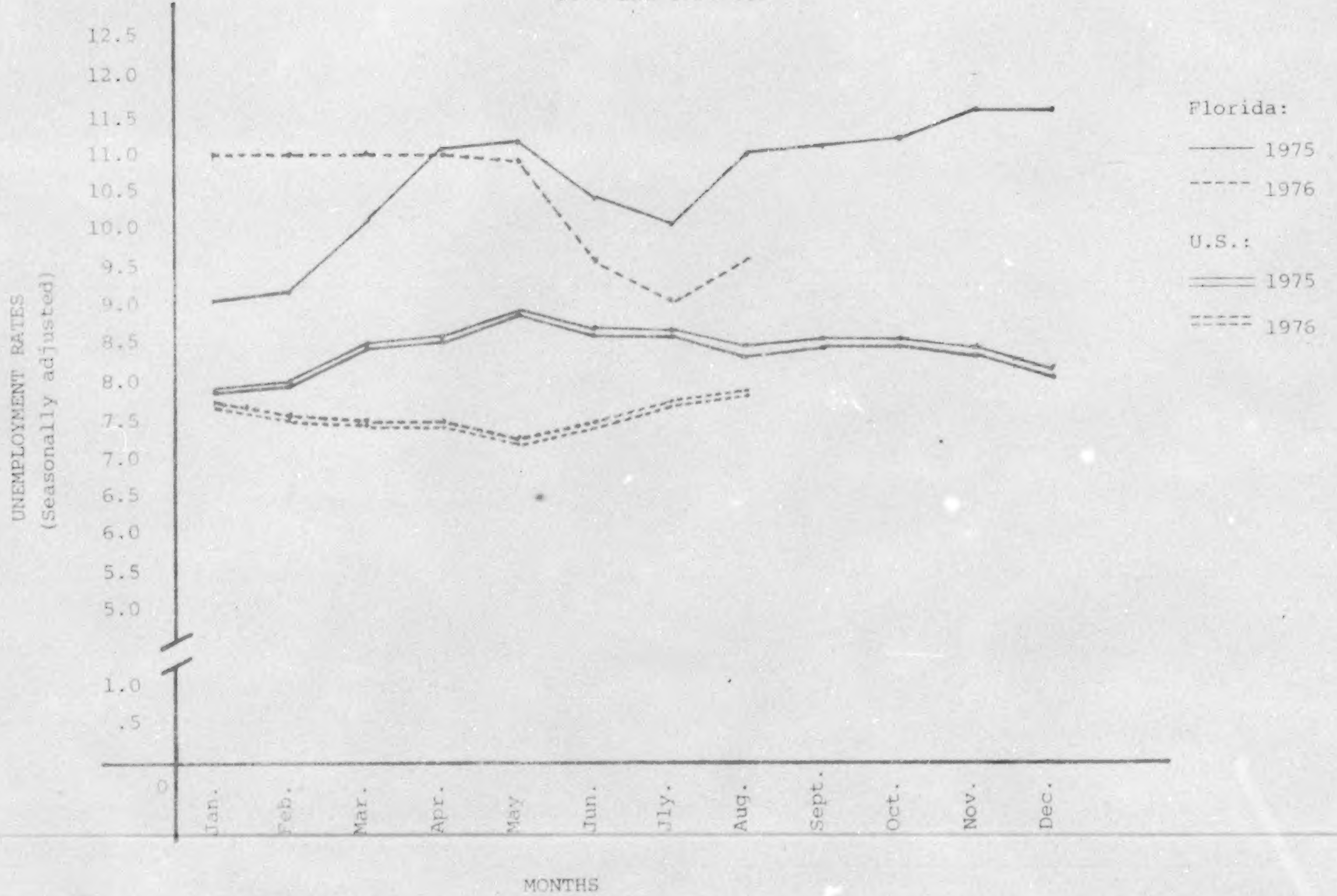
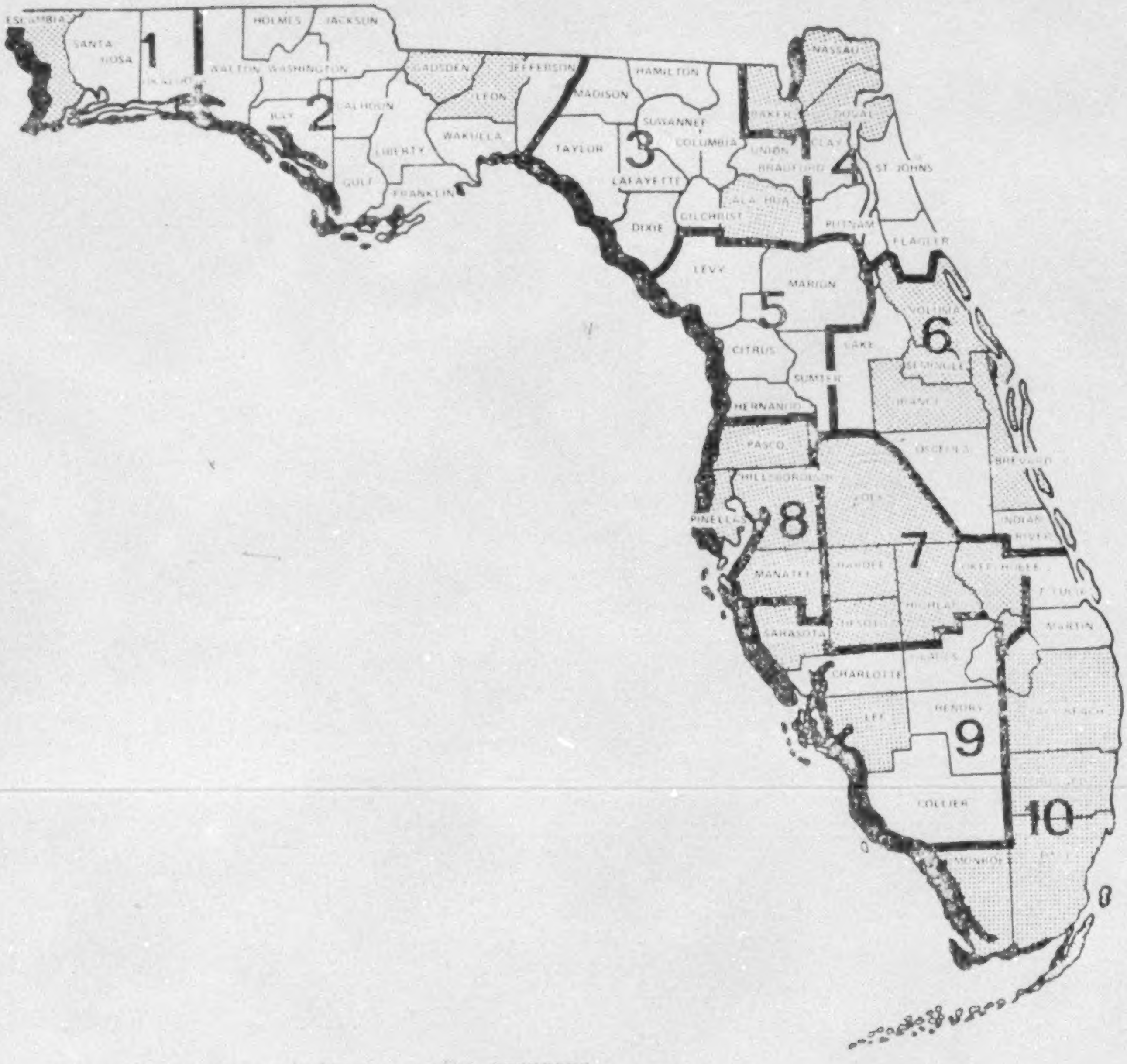


FIGURE 3

CETA PRIME SPONSORS*


ESCAMBIA
SANTA ROSA
OKALOOSA
1
HOLMES
JACKSON
WALTON
WASHINGTON
BAY
2
CALHOUN
GADSDEN
JEFFERSON
LEON
WAKULLA
LIBERTY
GULF
FRANKLIN
MADISON
HAMILTON
SUWANNEE
TAYLOR
3
COLUMBIA
LAFAYETTE
DIXIE
GILCHRIST
UNION
BRADFORD
ALACHUA
NASSAU
BAKER
DUVAL
CLAY
4
ST. JOHNS
PUTNAM
FLAGLER
LEVY
MARION
5
CITRUS
SUMTER
HERNANDO
LAKE
VOLUSIA
6
SEMINOLE
ORANGE
OSCEOLA
BREVARD
PASCO
HILLSBOROUGH
PINELLAS
8
POLK
7
INDIAN RIVER
MANATEE
HARDEE
OKEECHOBEE
ST. LUCIE
HIGHLANDS
DESOTO
SARASOTA
MARTIN
GLADES
CHARLOTTE
PALM BEACH
LEE
HENDRY
9
COLLIER
BROWARD
10
MONROE
DADE

*Shaded area indicates prime sponsors

The numbers refer to planning regions in Florida.

TABLE 4

CETA FUNDING LEVELS FOR THE FLORIDA PRIME SPONSORS FOR FISCAL YEAR 1976*

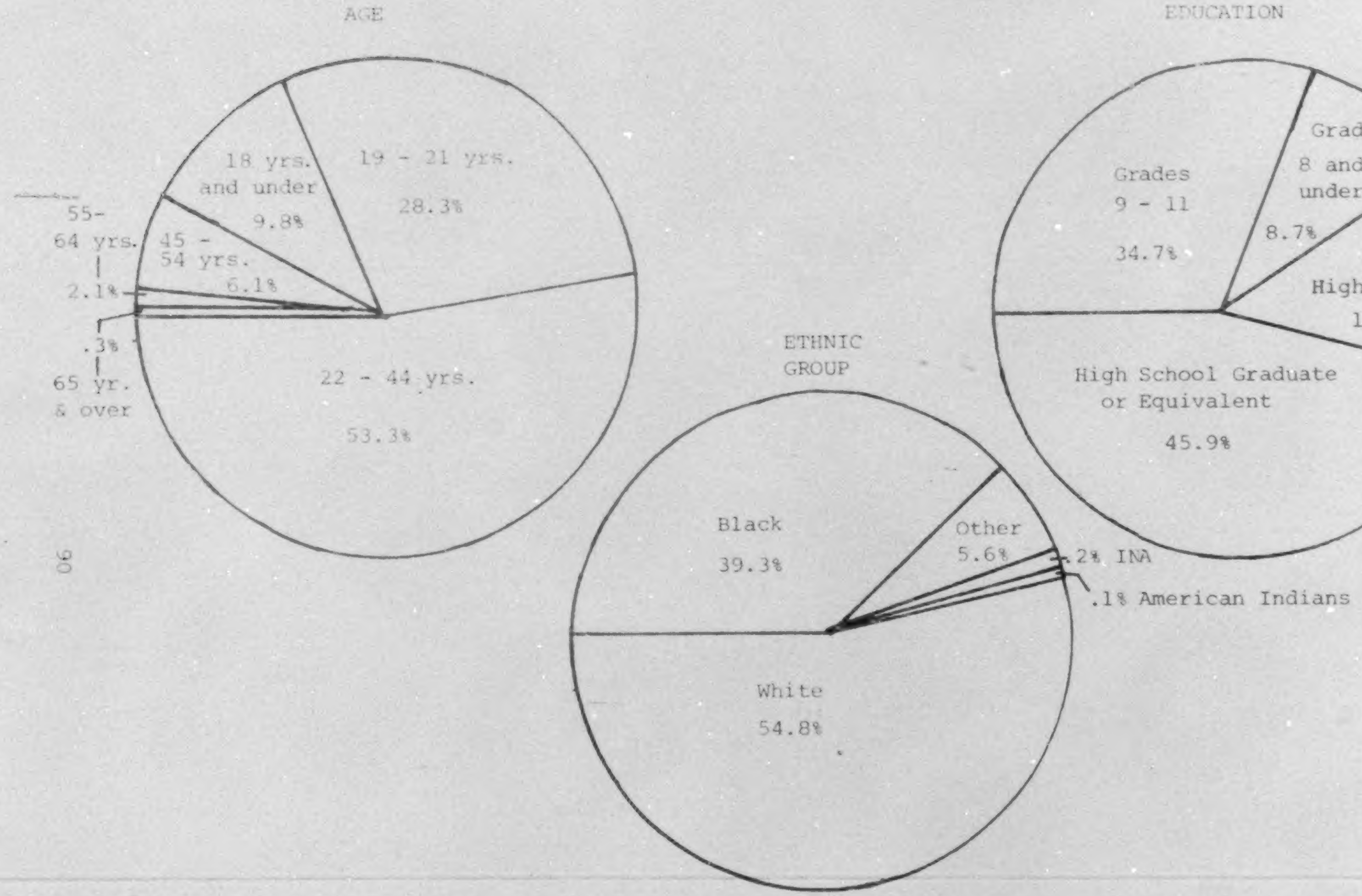
Prime Sponsor	Title I Funds	Title II Funds	Title VI Funds
Alachua County	$ 662,013	$ 142,848	$ 562,621
Broward Manpower Consortium	4,563,289	1,955,006	7,898,523
Brevard County	1,668,500	1,237,306	3,178,442
Dade/Monroe Consortium	9,679,132	2,844,071	10,771,089
Escambia County	1,144,019	356,506	1,343,256
Heartland Manpower Consortium	2,567,526	2,140,200	3,789,161
Lee County	596,808	227,600	1,453,351
Leon/Gadsden Consortium	1,012,277	343,452	907,073
Manatee County	566,185	213,783	962,833
Northeast Manpower Consortium	3,661,179	800,000	2,997,979
Orange/Orlando Consortium	2,228,996	1,102,996	4,375,268
Palm Beach County	2,534,983	662,127	3,802,054
Pasco County	532,722	160,277	648,327
Pinellas/St. Petersburg Consortium	3,164,663	924,642	3,981,834
Sarasota County	577,360	309,593	1,231,692
Seminole County	628,606	272,401	1,085,788
Tampa/Hillsborough Consortium	4,098,052	1,194,438	4,601,599
Volusia County	1,125,837	414,197	1,628,389
Balance-of-State	7,216,769	2,213,559	8,821,537
Special Governor's Grants	$ 5,725,755	-	-
TOTALS	$53,963,671	$17,515,002	$64,130,816

* Totals do not include $13,050,508 in Title III Summer Youth funds in Florida for fiscal year 1975.

SOURCE: *Work in Florida*, the State Manpower Services Council, 1976 Report to the Governor of Florida.

FIGURE 4

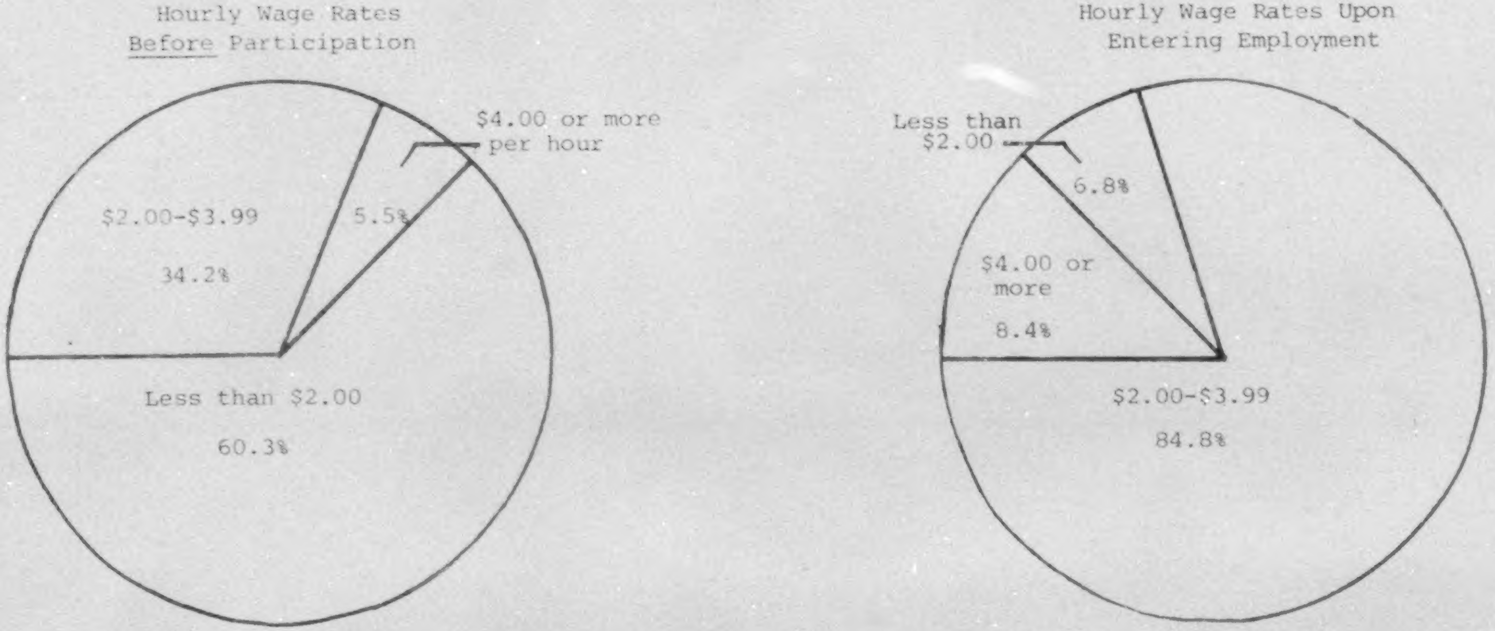
CHARACTERISTICS OF PARTICIPANTS IN CETA, TITLE I, SEC. 112
VOCATIONAL TRAINING PROGRAMS: AGE, EDUCATION, & ETHNIC GROUP
March 31, 1976



SOURCE: Quarterly Summary of Participant Characteristics, Title I, Sec. 112, March 31, 1976.

FIGURE 5

COMPARISON OF HOURLY WAGE RATES OF CETA TITLE I SEC. 112 PARTICIPANTS:*
BEFORE AND AFTER RECEIVING VOCATIONAL TRAINING
March 31, 1976

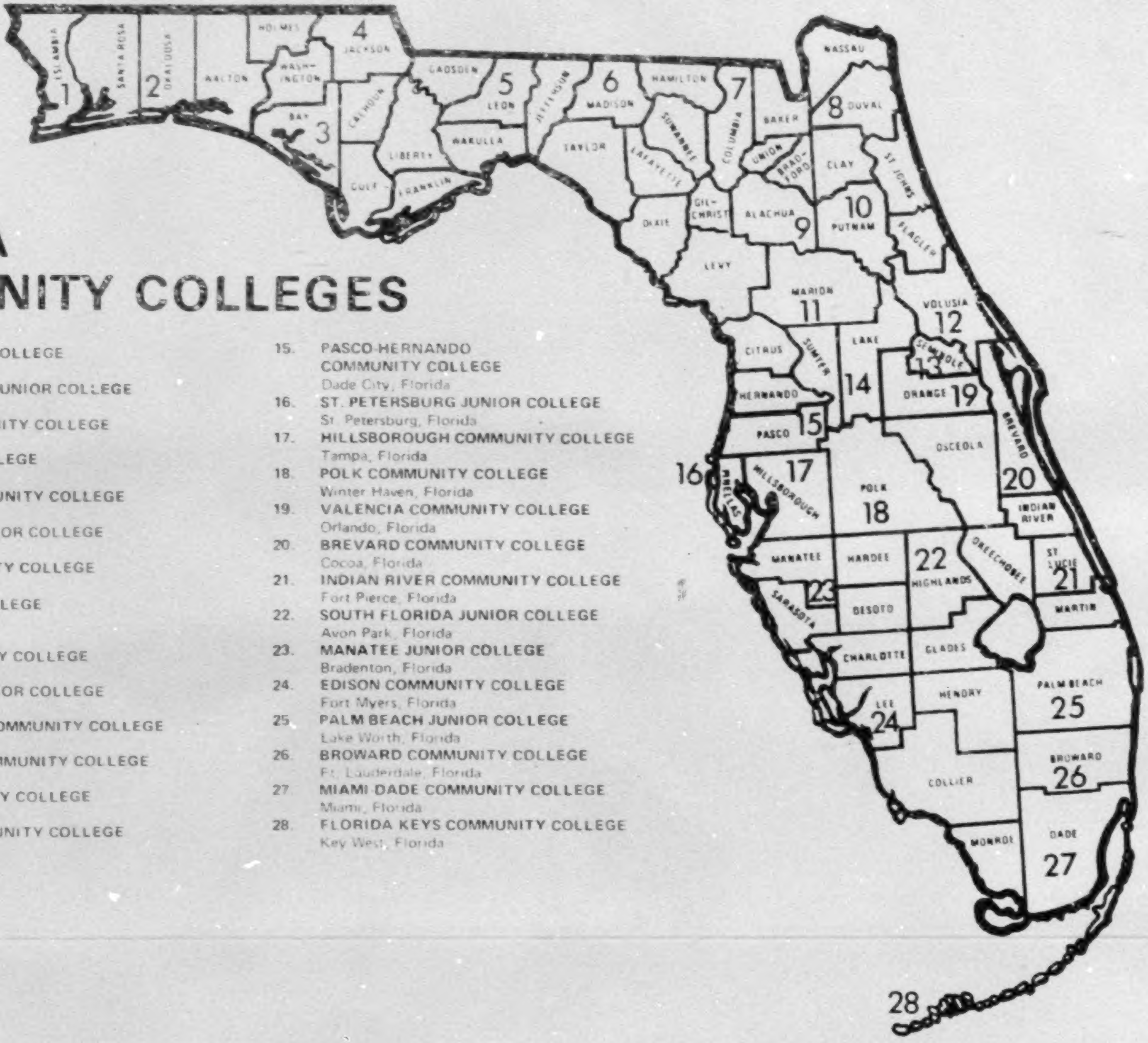


* NOTE: Calculations are based on those participants who entered employment upon terminating training.

SOURCE: Quarterly Summary of Participant Characteristics, Title I, Sec. 112, Consolidated Report.

FIGURE 6

FLORIDA COMMUNITY COLLEGES


ESCAMBIA
1
SANTA ROSA
2
OKALOOSA
WALTON
HOLMES
4
JACKSON
WASHINGTON
BAY
3
CALHOUN
GULF
LIBERTY
FRANKLIN
GADSDEN
5
LEON
WAKULLA
JEFFERSON
6
MADISON
TAYLOR
HAMILTON
SUWANNEE
LAFAYETTE
DIXIE
7
COLUMBIA
GILCHRIST
BAKER
UNION
BRADFORD
NASSAU
8
DUVAL
CLAY
ST JOHNS
ALACHUA
9
10
PUTNAM
FLAGLER
LEVY
MARION
11
VOLUSIA
12
CITRUS
SUMTER
LAKE
14
SEMINOLE
13
HERNANDO
ORANGE
19
PASCO
15
16
PINELLAS
HILLSBOROUGH
17
POLK
18
OSCEOLA
BREVARD
20
INDIAN RIVER
MANATEE
HARDEE
22
HIGHLANDS
OKEECHOBEE
ST LUCIE
21
23
SARASOTA
DESOTO
MARTIN
CHARLOTTE
GLADES
LEE
24
HENDRY
PALM BEACH
25
COLLIER
BROWARD
26
MONROE
DADE
27
28

1. **PENSACOLA JUNIOR COLLEGE**
   Pensacola, Florida
2. **OKALOOSA-WALTON JUNIOR COLLEGE**
   Niceville, Florida
3. **GULF COAST COMMUNITY COLLEGE**
   Panama City, Florida
4. **CHIPOLA JUNIOR COLLEGE**
   Marianna, Florida
5. **TALLAHASSEE COMMUNITY COLLEGE**
   Tallahassee, Florida
6. **NORTH FLORIDA JUNIOR COLLEGE**
   Madison, Florida
7. **LAKE CITY COMMUNITY COLLEGE**
   Lake City, Florida
8. **FLORIDA JUNIOR COLLEGE AT JACKSONVILLE**
   Jacksonville, Florida
9. **SANTA FE COMMUNITY COLLEGE**
   Gainesville, Florida
10. **ST. JOHNS RIVER JUNIOR COLLEGE**
    Palatka, Florida
11. **CENTRAL FLORIDA COMMUNITY COLLEGE**
    Ocala, Florida
12. **DAYTONA BEACH COMMUNITY COLLEGE**
    Daytona Beach, Florida
13. **SEMINOLE COMMUNITY COLLEGE**
    Sanford, Florida
14. **LAKE-SUMTER COMMUNITY COLLEGE**
    Leesburg, Florida
15. **PASCO-HERNANDO COMMUNITY COLLEGE**
    Dade City, Florida
16. **ST. PETERSBURG JUNIOR COLLEGE**
    St. Petersburg, Florida
17. **HILLSBOROUGH COMMUNITY COLLEGE**
    Tampa, Florida
18. **POLK COMMUNITY COLLEGE**
    Winter Haven, Florida
19. **VALENCIA COMMUNITY COLLEGE**
    Orlando, Florida
20. **BREVARD COMMUNITY COLLEGE**
    Cocoa, Florida
21. **INDIAN RIVER COMMUNITY COLLEGE**
    Fort Pierce, Florida
22. **SOUTH FLORIDA JUNIOR COLLEGE**
    Avon Park, Florida
23. **MANATEE JUNIOR COLLEGE**
    Bradenton, Florida
24. **EDISON COMMUNITY COLLEGE**
    Fort Myers, Florida
25. **PALM BEACH JUNIOR COLLEGE**
    Lake Worth, Florida
26. **BROWARD COMMUNITY COLLEGE**
    Ft. Lauderdale, Florida
27. **MIAMI-DADE COMMUNITY COLLEGE**
    Miami, Florida
28. **FLORIDA KEYS COMMUNITY COLLEGE**
    Key West, Florida

Symbols:
d=Degree
c=Certificate
b=Degree&Certificate

TABLE 5
OCCUPATIONAL PROGRAMS OFFERED AT THE COMMUNITY COLLEGE LEVEL
1974-1975

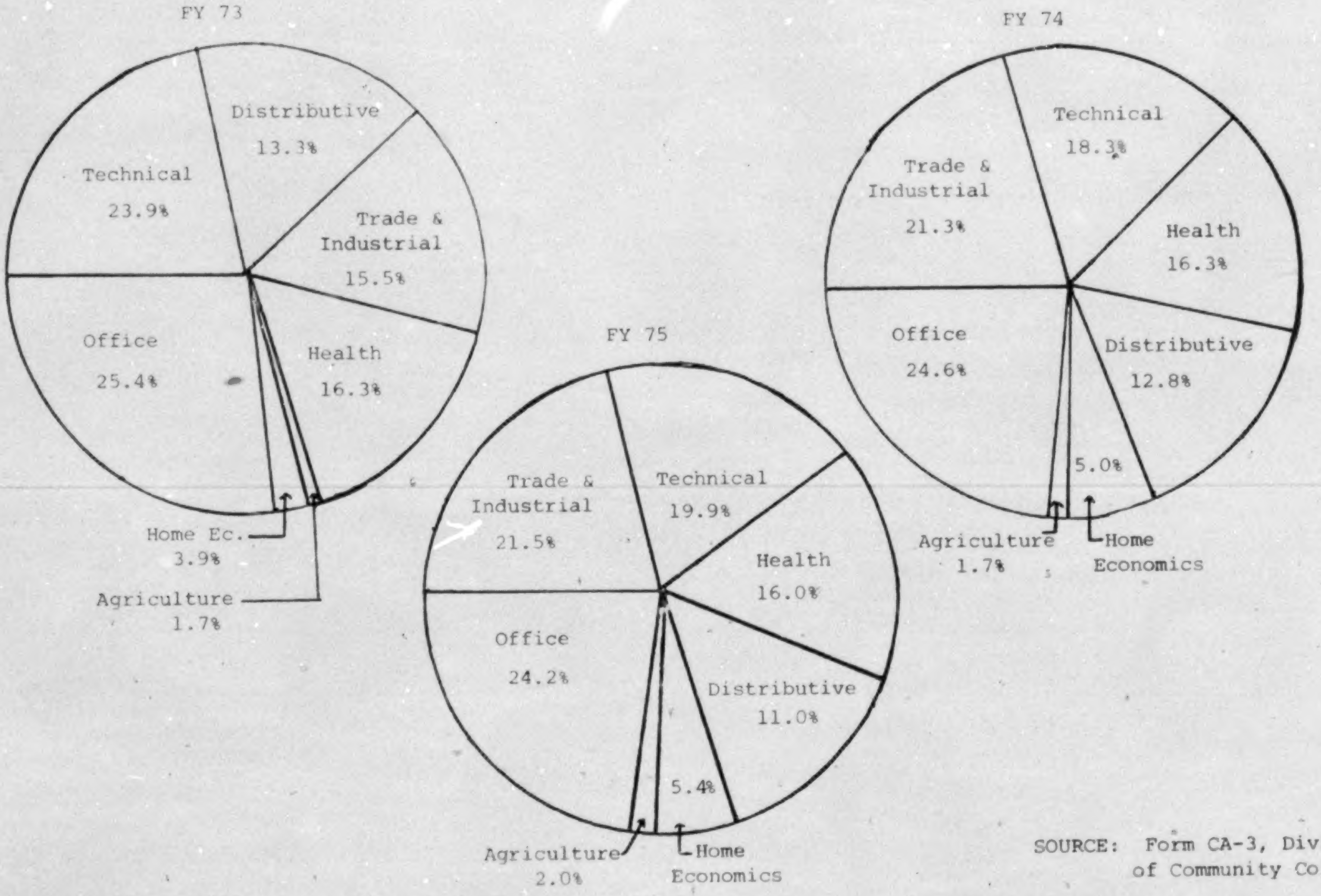
Public Colleges	Agriculture	Dist. Ed.	Health	Home Ec.	Office Occup.	Trade & Industrial
*Brevard	- 0 -	4d,1b	2c,4d	1d,1c	3d,1c	3b,12c,13d
Broward	3d	8d,2c	6d,2b	1d,2c	1d,3b,2c	10d,3c,2b
*Central Fla.	1d,1c	- 0 -	2d	1b	3d,1c	4b,7c,3d
*Chipola	1c	1c	1d,1c	- 0 -	3d	11c,3d
*Datona Beach	1c	3d	2d,2c	1c	3d,1c	10c,5b,7d
Edison	- 0 -	1d,1c,1b	1d	- 0 -	1c,2b,1d	4d,3c,1b
*Fla. JC @ Jax	- 0 -	7d,1c	4c,3d,1b	1d,1b	3d,1b,1c	18c,8d,1b
*Florida Keys	- 0 -	1d,2c	1c,1d	- 0 -	2d,2c,1b	4d,3c,1b
Gulf Coast	- 0 -	2b,3c	1b,1d	2b	3c,2b	5b,5d,1c
Hillsborough	1d	2d	1b,4d	- 0 -	3b,1c,1d	6d,3c,3b
*Indian River	6c	4c	5c,1d	3c	2c	3b,8c
*Lake City	1b,1c,3d	1b,1c	1d	- 0 -	3d,2b	9c,1b
Lake-Sumter	- 0 -	1b	1d,1b	- 0 -	3d	4c,1d
Manatee	- 0 -	3b	1d	- 0 -	3d,1b	4b,8d,1c
Miami-Dade	1d	3d,2b,1c	11d,2c,1b	2d	5d,1b	5c,13d,7b
*North Florida	1c	1c	2c	- 0 -	2c	5c
*Okaloosa-Walton	- 0 -	1b,1c	- 0 -	1b,1c	1d,1c,2b	4b,4d,2c
Palm Beach	- 0 -	6d	7d,1c	2d,1b	2d,1b	5b,10d,1c
*Pasco-Hernando	1d	1d,2b	1b	- 0 -	3d	3d
Pensacola	- 0 -	- 0 -	2b,5c,1d	- 0 -	3b,1d	11b,6d
Polk	1d,2b	2d,1b,1c	1d,1c	- 0 -	2b,2d	11d
St. Johns River	- 0 -	1d,1c	- 0 -	- 0 -	4d,2c	4b,1d,2c
St. Petersburg	1d	4d	8d	2b	4d,1b	6d,1b
*Santa Fe	2d	- 0 -	1b,5c,3d	2d	6d	8c,3b,10d
*Seminole	2d,1c	3d	2c	4c	3b,1c	8c,3d,3b
*South Florida	1d,1c	- 0 -	1c	2c	3d,1c	9c,1b,1d
Tallahassee	- 0 -	- 0 -	1c,2d	- 0 -	3d,1c,1b	2d
Valencia	1d	3d	3d	1d	3d,1c	10d,1b

*Community Colleges with a department designated as an area vocational education school.

SOURCE: 1974-75 report for Public Community Colleges, Table 12, pp. 43-50.

FIGURE 7

PROGRAM AREA FTE AS A PERCENT
OF TOTAL OCCUPATIONAL FTE (COMMUNITY COLLEGES)
1973-75



SOURCE: Form CA-3, Division
of Community Colleges

TABLE 6

COMPARISON OF COMMUNITY COLLEGES FTE BY OCCUPATIONAL PROGRAMS FY 1973-1976

Occupational Programs	1973 FTE	1974 FTE	1975 FTE	1976 FTE	% of Change 1973-76
Agriculture	511.4	714.2	961.7	1,104.5	116.0%
Distributive	4,085.9	5,105.9	5,291.9	5,252.8	28.5%
Health	4,995.4	6,475.7	7,900.8	8,628.9	72.7%
Home Economics	1,206.1	2,048.8	2,586.9	2,704.1	124.2%
Office	7,795.2	9,880.9	12,071.4	12,932.7	65.9%
Trade & Industrial	4,741.7	8,020.4	10,591.5	11,307.0	138.5%
Technical	7,331.0	8,044.7	9,521.8	10,040.4	37.0%
TOTAL	30,666.7	40,290.6	48,926.0	51,970.4	69.5%

SOURCE: FA-4, Division of Community Colleges.

Table 7

PLACEMENT OF PROGRAM COMPLETIONS IN OCCUPATIONAL EDUCATION PROGRAMS OPERATED BY COMMUNITY COLLEGES DURING 1974-75

College	Total Completions	Placed in Field or Related	Percent
Brevard	573	190	33.2
Broward	622	597	95.9
Central Fla.	518	45	8.6
Chipola	92	40	43.5
Daytona Bch	1,509	403	26.7
Edison	805	41	5.1
Fla. JC @ Jax	1,979	963	48.7
Florida Keys	230	28	12.2
Gulf Coast	105	42	40.0
Hillsborough	857	43	5.0
Indian River	2,802	960	34.3
Lake City	503	118	23.5
Lake-Sumter	89	9	10.1
Manatee	420	187	44.5
Miami-Dade	2,931	1,884	62.9
North Florida	275	47	17.1
Okaloosa-Walton	146	48	32.9
Palm Beach	569	448	78.7
Pasco-Hernando	94	33	35.1
Pensacola	1,335	341	25.5
Polk	241	154	63.9
St. Johns	65	35	53.8
St. Petersburg	650	293	45.1
Santa Fe	2,435	700	28.7
Seminole	1,946	1,035	53.2
South Florida	309	142	46.0
Tallahassee	54	31	57.4
Valencia	285	186	65.3
STATEWIDE	22,439	9,003	40.1

SOURCE: OE-3139, Division of Community Colleges, 3/29/76.

TABLE 8

COMMUNITY COLLEGE OCCUPATIONAL PROGRAM COST PER FTE
FY 74 vs. FY 75

Community College	Cost Per FTE FY 74	Cost Per FTE FY 75	% Change in Cost Per FTE FY74 to FY75
Brevard	$1,276.50	$1,279.38	.2%
Broward	1,350.00	1,491.58	10.5%
Central Florida	1,058.70	1,312.66	24.0%
Chipola	1,371.60	1,395.09	1.7%
Daytona Beach	1,371.30	1,363.15	(.6)%
Edison	1,294.50	1,465.32	13.2%
Fla. J.C. @ Jax	1,101.00	1,181.80	7.3%
Florida Keys	1,923.60	1,641.04	(14.7)%
Gulf Coast	1,128.60	1,215.58	7.7%
Hillsborough	1,386.00	1,252.81	(9.6)%
Indian River	1,190.10	1,075.94	(9.6)%
Lake City	1,406.10	1,379.05	(1.9)%
Lake-Sumter	1,535.40	1,541.85	.4%
Manatee	1,436.10	1,415.43	(1.4)%
Miami-Dade	1,527.98	1,525.67	(.1)%
North Florida	1,481.70	1,440.49	(2.8)%
Okaloosa-Walton	1,149.90	1,141.39	(.7)%
Palm Beach	1,671.90	1,743.56	4.3%
Pasco-Hernando	1,545.60	1,486.13	(3.8)%
Pensacola	1,151.10	1,334.76	16.0%
Polk	1,329.00	1,389.37	4.5%
St. Johns River	1,602.00	1,941.46	21.2%
St. Petersburg	1,463.10	1,471.93	.6%
Santa Fe	1,611.00	1,746.86	8.4%
Seminole	1,182.60	1,496.91	26.6%
South Florida	1,396.20	1,322.45	(5.3)%
Tallahassee	1,412.70	1,500.00	6.2%
Valencia	1,535.70	1,614.36	5.1%
SYSTEM-WIDE AVERAGE	$1,357.53	$1,401.28	3.2%

SOURCE: CA-3, Division of Community Colleges.

TABLE 9

DIRECT COST OF INSTRUCTION BY COMMUNITY COLLEGE

1974-1975

TOTAL OCCUPATIONAL - COST PER FTE

COLLEGE	F.T.E.	PERSONNEL COSTS: INSTRUCTIONAL	PERSONNEL COSTS: ADMINISTRATIVE	PERSONNEL COSTS: SUPPORT STAFF	SUPPLIES & SERVICES	EQUIPMENT DEPRECIATION	TOTAL
INDIAN RIVER	2,036.0	350.57		18.08	101.25	25.51	495.41
HILLSBOROUGH	2,571.7	461.14	21.59	12.02	33.94		528.69
OKALOOSA-WALTON	1,032.1	432.97	15.55	6.59	50.70	57.29	563.10
PASCO-HERNANDO	390.3	406.00	15.53	14.93	82.62	64.55	583.64
FLA JC AT JAX	6,720.2	446.22	46.47	27.72	63.20	54.11	637.72
SOUTH FLORIDA	368.1	507.85			83.74	71.67	663.26
GULF COAST	749.7	505.08	22.45	11.19	44.95	89.67	673.34
CHIPOLA	575.2	537.03	38.25	0.78	90.61	25.36	692.03
BREVARD	3,150.6	520.76	53.18	23.41	53.86	47.66	698.86
LAKE CITY	1,150.5	539.82	3.05	27.95	71.02	75.97	717.81
CENTRAL FLORIDA	1,012.8	529.94	43.56	37.90	56.13	53.49	721.02
LAKE-SUMTER	135.9	577.32	20.55	13.16	29.44	86.42	726.89
NORTH FLORIDA	248.8	493.36	92.68	22.50	103.91	15.90	728.36
EDISON	520.3	458.76	73.73	54.98	92.93	48.43	728.82
FLORIDA KEYS	247.1	487.26	58.42	59.51	39.00	87.02	731.21
PENSACOLA	3,043.3	564.22	52.09	39.42	75.55	39.22	770.50
MANATEE	1,041.1	556.58	64.18	61.43	64.49	27.42	774.09
BROWARD	2,588.6	607.19	39.11	50.38	38.98	57.17	792.84
MIAMI-DADE	7,698.0	541.36	127.37	29.09	61.52	51.35	810.69
POLK	942.0	615.93	68.90	56.95	46.35	49.23	837.36
TALLAHASSEE	456.3	661.49	36.69	43.57	56.44	47.23	845.42
ST. PETERSBURG	2,838.7	640.10	87.00	67.94	59.38	48.37	902.79
SEMINOLE	1,397.4	614.72	43.92	48.82	168.55	58.33	934.34
DAYTONA BEACH	2,246.9	676.32	65.36	74.68	99.72	37.44	953.51
ST. JOHNS RIVER	201.2	621.60	94.77	33.63	140.31	65.78	956.08
VALENCIA	1,047.7	737.95	51.09	43.00	94.70	69.30	996.05
PALM BEACH	1,352.6	846.57	62.64	34.15	57.54	48.26	1,049.17
SANTA FE	1,952.3	729.26	48.13	143.06	143.91	75.56	1,139.91
TOTAL/ WEIGHTED AVERAGE	47,715.4	551.55	59.05	39.58	70.64	48.68	769.51

SOURCES: CA-3 31375 11/18/75 Part 1, CA-2 31275 11/18/75

TABLE 10
SPECIAL EDUCATIONAL PROGRAMS - WEIGHTED FULL-TIME EQUIVALENT STUDENTS

Program	1975-76 Authorized	1975-76 Reported	1976-77 Authorized	% Increase 1976-77 Authorized	% Increase 1976-77 Reported
Exceptional Child	185,055	194,351	214,000	15.6%	10.1%
Vocational Education	302,203	307,215	305,246	1.0	(0.6)
Adult Basic & High School	27,182	33,293	31,656	16.5	(4.9)
Adult Community Service	2,965	2,849	-	(100.0)	(100.0)
TOTAL	517,405	537,708	550,902	6.5%	2.5%

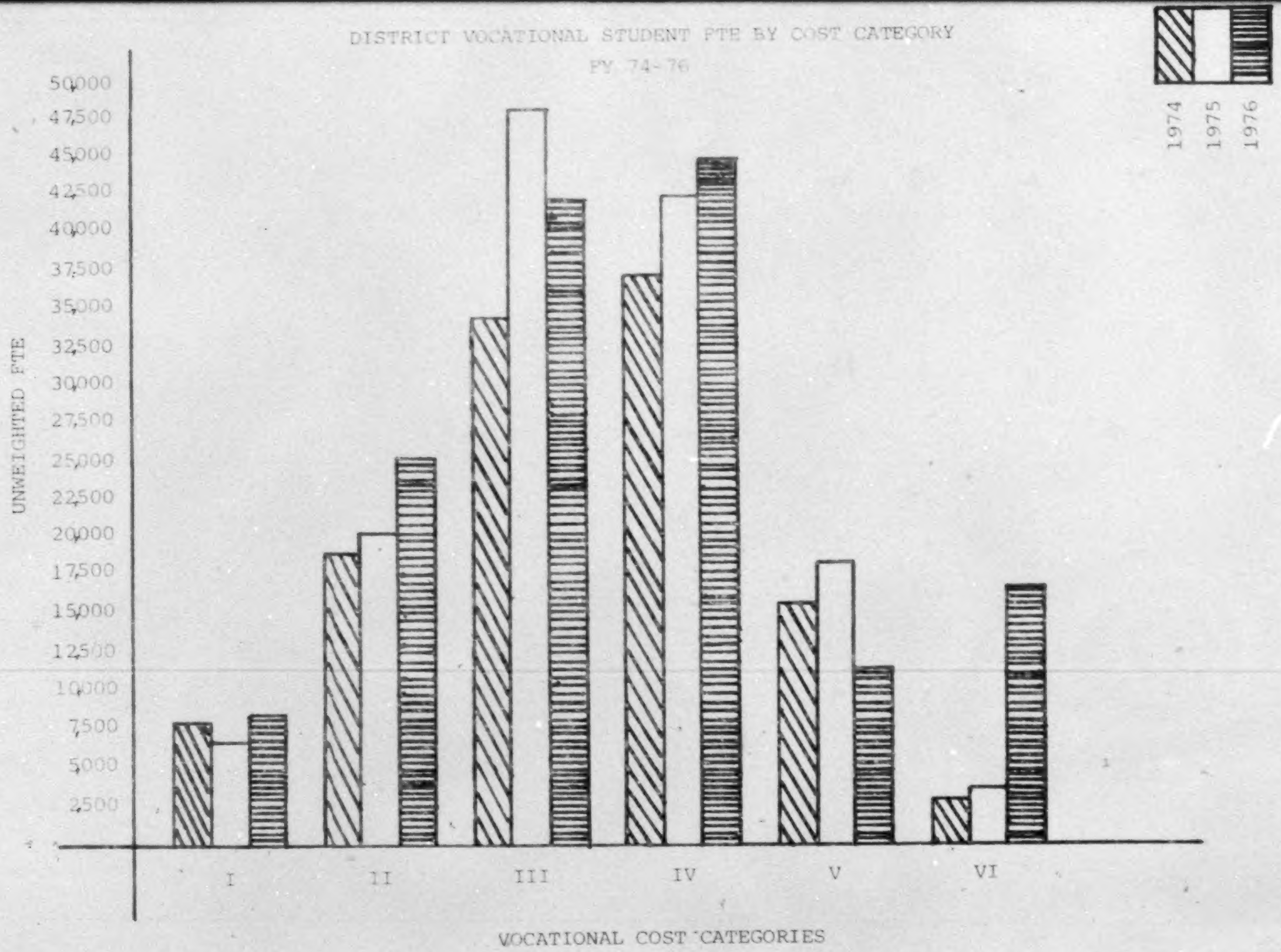
TABLE 11
COMMUNITY COLLEGE PROGRAM FUND

Enrollment Categories	Assigned 1975-76 No. of FTE	Assigned 1975-76 Amount per FTE	Approp. 1976-77 No. of FTE	Approp. 1976-77 Amount per FTE	Inc. over 1976-76 No. of FTE	Inc. over 1976-76 Amount per FTE
Advanced, Occupational, Development	154,016	$ 956.83	162,132	$ 996.61	8,116	$ 39.78
Community Instructional Services	3,229	746.19	- 0 -	- 0 -	(3,229)	(746.19)
TOTAL	157,245	$952.51	162,132	$996.61	4,887	$ 35.49

SOURCE: *Fiscal Analysis in Brief*, Florida Senate and House of Representatives, Tallahassee, July 1976, pp. 12 and 14.

DISTRICT VOCATIONAL STUDENT FTE BY COST CATEGORY

FY 74-76



SOURCE: Knott Data Center.

TABLE 12

DISTRICT VOCATIONAL AND TECHNICAL UNWEIGHTED FTE
FY 74 - 76

District	Unweighted FTE 1974	 1975	 1976	% Change 74-76
Alachua	1,900.00	1,946.77	2,068.26	8.9%
Baker	247.29	260.90	281.23	13.7
Bay	1,199.06	1,750.67	2,045.53	70.6
Bradford	624.25	649.02	745.73	19.5
Brevard	3,247.50	3,468.12	3,643.94	12.2
Broward	11,165.60	13,553.58	14,315.00	28.2
Calhoun	163.35	144.82	186.74	14.3
Charlotte	693.06	691.49	629.19	(9.2)
Citrus	747.27	885.90	922.73	23.5
Clay	741.37	956.19	1,012.19	29.0
Collier	774.82	1,063.80	1,204.78	55.5
Columbia	703.68	689.35	763.74	8.5
Dade	16,533.23	21,268.52	23,346.19	41.2
DeSota	301.45	336.55	321.29	6.6
Dixie	198.93	320.99	356.81	79.4
Duval	8,567.11	9,703.60	8,670.18	1.2
Escambia	3,481.93	3,968.96	4,148.46	19.1
Flagler	167.22	155.93	165.27	(1.2)
Franklin	183.87	112.74	140.09	(23.8)
Gadsden	636.40	712.96	724.41	13.8
Gilchrist	210.72	251.96	211.82	.5
Glades	66.56	82.58	100.34	50.8
Gulf	216.36	281.50	351.60	62.5
Hamilton	287.56	370.15	470.22	63.5
Hardee	183.01	236.54	296.48	62.0
Hendry	192.73	218.16	307.08	59.3
Hernando	367.86	444.76	539.07	46.5
Highlands	524.38	576.90	665.67	26.9
Hillsborough	9,587.64	10,473.56	10,623.25	10.8
Holmes	149.39	173.37	228.13	52.7
Indian River	501.87	551.38	532.50	6.1
Jackson	526.72	582.42	638.15	21.2
Jefferson	167.30	254.38	236.92	41.6
Lafayette	50.00	79.14	90.31	80.6
Lake	1,309.55	1,775.05	1,744.35	33.2
Lee	1,562.24	2,387.61	2,471.77	58.2
Leon	1,813.47	2,433.30	2,771.74	52.8
Levy	351.75	343.32	369.90	5.2
Liberty	136.51	135.35	118.29	13.4

Table 12 con't.

District	Unweighted FTE 1974	1975	1976	% Change 74-76
Madison	128.48	198.61	210.70	64.0%
Manatee	2,042.09	2,071.14	2,091.69	2.4
Marion	2,217.18	2,333.09	2,358.19	6.4
Martin	798.58	766.04	854.10	7.0
Monroe	656.14	819.38	972.45	48.2
Nassau	468.01	570.26	704.13	50.5
Okaloosa	1,484.99	1,969.63	2,094.94	41.1
Okeechobee	252.98	267.74	294.80	16.5
Orange	6,886.51	7,739.42	9,462.87	37.4
Osceola	527.28	639.79	614.45	16.5
Palm Beach	5,167.28	6,090.05	6,719.45	30.0
Pasco	1,892.52	2,219.61	2,748.87	17.3
Pinellas	9,649.06	11,857.68	11,981.87	24.2
Polk	4,243.57	5,679.97	5,690.90	34.1
Putnam	830.23	886.76	806.66	(2.8)
St. Johns	884.30	1,037.53	1,204.55	36.2
St. Lucie	786.96	969.74	953.29	21.1
Santa Rosa	795.56	965.35	985.42	23.9
Sarasota	2,231.43	2,488.17	2,741.84	22.9
Seminole	1,461.46	2,202.70	2,358.77	61.4
Sumter	372.50	393.12	360.86	(3.1)
Suwannee	523.28	576.99	613.27	17.2
Taylor	300.47	426.00	589.27	96.1
Union	244.07	174.44	198.18	(18.8)
Volusia	1,812.13	2,138.43	2,393.43	32.1
Wakulla	207.57	297.19	271.76	30.9
Walton	239.72	303.64	359.10	49.8
Washington	675.50	860.01	893.22	32.2
TOTALS	118,259.86	141,244.55	149,988.38	26.8%

SOURCE: Knott Data Center, File 05.108.

TABLE 13

COMPARISON OF DISTRICT VOCATIONAL PROGRAMS FTE's WITH PROGRAM CAPS - FY 1976

School District	Total Year Weighted F.T.E.	Program Caps	F.T.E. Over Cap
Alachua	3,835.08	3,835.08	- 0 -
Baker	588.29	573.77	14.52
Bay	4,290.00	3,975.14	314.86
Bradford	1,806.93	1,617.89	189.04
Brevard	6,999.80	6,999.80	- 0 -
Broward	29,322.15	29,322.15	- 0 -
Calhoun	428.75	428.75	- 0 -
Charlotte	1,206.81	1,206.81	- 0 -
Citrus	1,928.37	1,920.46	- 0 -
Clay	1,997.03	1,997.03	- 0 -
Collier	2,516.76	2,516.76	- 0 -
Columbia	1,405.20	1,393.72	11.48
Dade	49,346.52	49,346.52	- 0 -
DeSoto	590.45	590.45	- 0 -
Dixie	641.60	627,48	14.12
Duval	16,806.05	16,806.05	- 0 -
Escambia	8,123.61	8,123.61	- 0 -
Flagler	323.22	323.22	- 0 -
Franklin	302.44	302.44	- 0 -
Gadsden	1,490.33	1,490.33	- 0 -
Gilchrist	402.30	402.30	- 0 -
Glades	232.13	232.13	- 0 -
Gulf	848.94	737.73	111.21
Hamilton	928.15	919.29	8.86
Hardee	519.39	519.39	- 0 -
Hendry	579.24	579.24	- 0 -
Hernando	1,059.51	1,059.51	- 0 -
Highlands	1,286.35	1,286.35	- 0 -
Hillsborough	21,360.30	21,360.30	- 0 -
Holmes	498.38	498.38	- 0 -
Indian River	1,049.14	1,049.14	- 0 -
Jackson	1,362.59	1,362.59	- 0 -
Jefferson	469.68	469.68	- 0 -
Lafayette	217.39	214.12	3.27
Lake	3,494.73	3,494.73	- 0 -
Lee	4,606.54	4,606.54	- 0 -
Leon	6,182.42	5,711.52	470.90
Levy	718.46	718.46	- 0 -
Liberty	256.37	256.37	- 0 -

Table 13 con't.

School District	Total Year Weighted F.T.E.	Program Caps	F.T.E. Over Cap
Madison	410.69	410.69	- 0 -
Manatee	4,321.13	4,298.74	22.39
Marion	4,691.21	4.691.21	- 0 -
Martin	1,728.60	1,719.58	9.02
Monroe	2,002.18	1,838.62	163.56
Nassau	1,419.18	1,285.82	133.36
Okaloosa	4,254.57	4,254.57	- 0 -
Okeechobee	590.75	590.75	- 0 -
Orange	19,376.42	17,482.83	1,893.59
Osceola	1,096.88	1,096.88	- 0 -
Palm Beach	13,119.57	13,119.57	- 0 -
Pasco	5,265.74	4,779.57	486.17
Pinellas	26,579.68	26,579.68	- 0 -
Polk	11,348.96	11,348.96	- 0 -
Putnam	1,647.18	1,647.18	- 0 -
St. Johns	3,025.22	2,786.31	238.91
St. Lucie	1,720.13	1,720.13	- 0 -
Santa Rosa	1,868.09	1,868.09	- 0 -
Sarasota	5,375.17	5,375.17	- 0 -
Seminole	4,592.33	4,592.33	- 0 -
Sumter	733.04	733.04	- 0 -
Suwannee	1,404.26	1,391.20	13.06
Taylor	1,371.22	1,214.88	156.34
Union	414.52	396.44	18.08
Volusia	4,359.17	4,359.17	- 0 -
Wakulla	613.18	613.18	- 0 -
Walton	790.84	790.84	- 0 -
Washington	2,342.34	2,342.34	- 0 -
STATE TOTALS	306,483.65	302,203.00	4,280.65

SOURCE: Knott Data Center, File 05.113, September 21, 1976.

TABLE 14

VOCATIONAL AND TECHNICAL EDUCATION AS A PERCENT OF TOTAL DISTRICT UNWEIGHTED STUDENT FTE.
(1974-76)

District	FY 1974	FY 1975	FY 1976
Alachua	8.32%	8.53%	8.96%
Baker	7.89	7.78	8.18
Bay	5.97	8.42	9.56
Bradford	15.14	15.47	16.83
Brevard	5.46	5.94	6.52
Broward	8.12	9.51	9.87
Calhoun	7.50	6.65	8.27
Charlotte	12.56	11.87	10.75
Citrus	10.87	12.22	12.56
Clay	5.94	6.96	7.05
Collier	6.38	8.21	9.01
Columbia	9.94	9.40	10.24
Dade	6.36	7.91	8.51
DeSoto	8.32	9.11	8.78
Dixie	11.42	17.06	18.69
Duval	7.81	8.73	7.66
Escambia	7.28	8.17	8.55
Flagler	12.42	10.58	10.92
Franklin	9.71	6.12	7.61
Gadsden	6.39	7.05	7.13
Gilchrist	15.09	16.82	13.82
Glades	6.74	6.58	7.98
Gulf	7.54	9.80	11.99
Hamilton	12.76	15.27	18.68
Hardee	4.17	5.29	6.53
Hendry	4.93	5.43	7.30
Hernando	6.30	7.37	8.87
Highlands	7.21	7.83	8.84
Hillsborough	8.38	9.00	8.95
Holmes	4.58	5.18	6.55
Indian River	5.30	5.89	5.80
Jackson	6.40	6.97	7.70
Jefferson	6.75	10.45	9.64
Lafayette	6.44	9.43	10.21
Lake	7.57	10.01	9.72
Lee	5.84	8.78	8.80
Leon	8.25	10.69	11.85
Levy	8.62	8.26	8.88
Liberty	13.56	13.70	11.91

Table 14 con't.

District	FY 1974	FY 1975	FY 1976
Madison	3.62%	5.74%	6.09%
Manatee	10.17	9.99	10.00
Marion	10.57	10.95	10.85
Martin	9.91	9.30	10.22
Monroe	6.46	7.76	9.64
Nassau	6.66	8.00	9.64
Okaloosa	5.59	7.49	7.80
Okeechobee	6.20	6.51	6.88
Orange	7.97	8.87	10.73
Osceola	6.94	8.36	7.94
Palm Beach	7.16	8.28	9.10
Pasco	9.71	10.56	12.22
Pinellas	10.27	12.38	12.41
Polk	7.06	9.08	8.97
Putnam	7.75	8.25	7.54
St. Johns	11,31	13.03	14.03
St. Lucie	6.56	7.79	7.54
Santa Rosa	6.93	7.99	7.99
Sarasota	9.38	9.97	10.76
Seminole	5.11	7.13	7.33
Sumter	7.94	8.45	7.76
Suwannee	10.98	11.46	11.94
Taylor	7.89	11.08	15.14
Union	16.12	11.55	12.81
Volusia	5.27	6.17	6.88
Wakulla	9.52	12.82	11.36
Walton	6.16	7.48	8.80
Washington	18.34	21.51	22.57
STATE TOTALS	7.57%	8.82%	9.23%

SOURCE: Knott Data Center, File 05.108, September 20, 1976.

TABLE 15

GRANTS AND AIDS - STATE FUNDING FOR SCHOOL DISTRICTS

Florida Education Finance Program	1975-76 Estimated	1976-77 Appropriation	Increase (Decrease) Amount	%
Tax Roll	$ 91.3 billion	$ 98.1 billion	$ 6.8 billion	7.4%
Maximum Millage	8.0	8.0	-	-
Required Millage	6.2931	6.3	-	-
Unweighted FTE	1,625,897	1,654,510	28,613	1.8
Weighted FTE	2,045,791	2,100,435	54,644	2.7
Base Student Cost	$ 732.74	$ 754.51	$ 21.77	3.0
Calculated FEFP Program	1,498,801,730	1,581,804,410	83,002,680	5.5
Local Required Effort	545,569,451	587,148,764	41,579,313	7.6
Prior Year Adjustments	(2,775,415)	-	2,775,415	-
CALCULATED STATE FEFP FUNDS	$ 950,456,864	$ 994,655,646	$ 44,198,782	4.7%
Categorical Programs				
Student Development Services	$ -	$ 14,865,295	$ 14,865,295	- %
Elementary School Counselors	6,331,562	-	(6,331,562)	(100.0)
Occupational Specialists	6,483,893	-	(6,483,893)	(100.0)
Student Transportation	37,304,811	41,798,855	4,494,044	12.0
Career Education	2,695,000	-	(2,695,000)	(100.0)
Diagnostic/Resource Centers	573,300	585,000	11,700	2.0
Severely/Profoundly Retarded	784,000	832,000	48,000	6.1
Community Schools	1,580,144	1,612,392	32,248	2.0

Table 15 con't.

Florida Education Finance Program	1975-76 Estimated	1976-77 Appropriation	Increase (Decrease) Amount	%
School Lunch	$ 3,874,175	$ 3,953,239	$ 79,064	2.0%
Visually Handicapped Resources	122,500	146,000	23,500	19.2
Comprehensive Health Education	1,003,440	961,700	(41,740)	(4.2)
Instructional Materials	12,526,965	10,366,617	(2,160,348)	(17.2)
Environmental Education	294,000	270,954	(23,046)	(7.8)
TOTAL CATEGORICALS	$ 73,573,790	$ 75,392,052	$ 1,818,262	2.5%
TOTAL FEFP AND CATEGORICALS	$1,024,030,654	$1,070,047,698	$ 46,017,044	4.5%

SOURCE: *Fiscal Analysis in Brief*, Florida Senate and House of Representatives, Tallahassee, July 1976, p. 12.

TABLE 16

RESULTS OF SCHOOL DISTRICT VOCATIONAL STUDENT FOLLOW-UP SURVEY:
PERCENT OF FY 75 COMPLETERS IN TRAINING RELATED EMPLOYMENT

Level and Target Group	Job Classification			
	One For Which Trained	Related to Training	Not Related To Training	No Response
Secondary:				
Female	34%	46%	18%	1%
Disadvantaged	29%	44%	25%	2%
Handicapped	41%	28%	30%	1%
Regular	34%	43%	21%	2%
Secondary Total	34%	43%	22%	2%
Postsecondary:				
Female	62%	24%	13%	2%
Disadvantaged	63%	21%	14%	3%
Handicapped	54%	16%	27%	3%
Regular	58%	26%	15%	1%
Postsecondary Total	59%	25%	15%	1%
Combined:				
Female	44%	38%	16%	1%
Disadvantaged	44%	34%	20%	2%
Handicapped	45%	24%	29%	2%
Regular	41%	38%	19%	1%
Combined Total	42%	37%	20%	1%

SOURCE: VTS 329, Run 4, FVEIS, Florida Division of Vocational Education.

TABLE 17

COMPARISON OF SURVEY RESPONDENTS EMPLOYED IN JOB FOR WHICH THEY HAD BEEN TRAINED (FY 74 vs. FY 75 Completers)

	% Employed in Job for Which Trained	
Program Area	FY 74 (1)	FY 75 (2)
Agribusiness	10%	30%
Business	15%	32%
Distributive	12%	29%
Diversified	14%	31%
Health	57%	77%
Home Economics Gainful	11%	31%
Industrial	24%	49%
Technical	19%	49%
State Total	20%	42%
% of Survey Returns	30%	48%

SOURCE: (1) VTS-229, Run 4, 1/17/75: Florida Vocational Education Student Follow-up Survey Responses.

(2) VTS-329, Run 4, 8/12/76: Florida Vocational Education Student Follow-up Survey Responses.

NOTE: This does not include community colleges.

TABLE 18

VOCATIONAL EDUCATION ENROLLMENT IN FLORIDA PER 1,000 POPULATION AND PERCENT OF CHANGE (FY 1971 - 1975)

	Vocational Education Enrollment Per 1,000 Population		% of Change
FY 71	65.70	FY 71-72	26.83
FY 72	83.33	FY 72-73	10.81
FY 73	92.34	FY 73-74	28.11
FY 74	118.30	FY 74-75	-8.61
FY 75	108.12		

SOURCES: USOE Forms 3138 and 346-3, U. S. Department of Health, Education, and Welfare 'Current Population Report'; P-25, U. S. Department of Commerce, Social and Economic Statistics Administration, Bureau of the Census.

TABLE 19

FUNDING FOR SPECIAL ACTIVITIES OF FLORIDA DIVISION OF VOCATIONAL EDUCATION

	Fiscal Years					
Activity	72	73	74	75	76	Totals
Career Ed Center	$ -0-	$ -0-	$184,365	$333,270	$1,100,000	$1,617,635
M.I.S.	$ -0-	$220,000	$308,406	$252,500	$ 280,000	$1,060,906
Annual Summer Workshop	$275,691	$305,425	$346,414	$365,610	$ 358,371	$1,651,511

SOURCE: Florida Division of Vocational Education.

TABLE 20

FEDERAL VOCATIONAL FUNDS ALLOCATED IN FLORIDA - (P.L. 90-576 and E.P.D.A.) - BY FUND SOURCE AND AGENCY
FY 73 to FY 76 Inclusive

Fund Source	Districts (1)	Community Colleges	State Universities	Other (2)	Totals	% of Total (All Funds)
Part A	$ 1,984,556.65	$ 672,758.61	$ 227,653.88	$ 158,047.00	$ 3,043,016.14	4.9%
Part B	32,169,054.06	9,480,562.45	6,087,059.81	1,150,201.94	48,886,878.26	78.7%
Part C	150,928.53	50,115.36	866,111.55	8,000.00	1,075,155.44	1.7%
Part D	204,694.51	8,367.67	557,797.24	- 0 -	770,859.42	1.2%
Part F	3,399,954.16	260,438.23	813,896.30	- 0 -	4,474,288.69	7.2%
Part G	2,067,935.89	42,283.59	- 0 -	- 0 -	2,110,219.48	3.4%
Part H	1,120,801.59	96,300.98	- 0 -	7,200.01	1,224,302.58	2.0%
Sub-Total VEA Funds	41,098,330.29	10,610,826.89	8,552,518.78	1,323,448.95	61,585,124.91	99.1%
E.P.D.A.	149,626.08	44,890.98	347,831.75	- 0 -	542,348.81	.9%
TOTALS	$41,247,551.47	$10,655,717.87	$8,900,350.53	$1,323,448.95	$62,127,068.82	100.0%
% of Total (All Funds)	66.4%	17.2%	14.3%	2.1%	100.0%	

(1) Includes area vo-tech centers.

(2) Includes such agencies as hospitals, private schools, Division of Youth Services, etc.

SOURCE: Knott Data Center, September 9, 1976.

TABLE 21

FEDERAL VOCATIONAL FUNDS DISBURSED FOR STATE ADMINISTRATION: (ALL DIVISIONS) REGARDLESS OF APPROPRIATION YEAR*

FY 72 - FY 76 Inclusive

Fund Source	FY 72	FY 73	FY 74	FY 75	FY 76	Totals	% of Total All Funds
Part A	$ - 0 -	$ - 0 -	$ 69,047.28	$ 26,069.80	$ - 0 -	$ 95,117.08	.7%
Part B	2,349,984.34	2,403,229.66	2,367,261.20	2,623,528.09	2,687,711.42	12,431,714.71	90.5%
Part C	17,151.95	8,787.81	- 0 -	92,000.00	93,000.00	210,939.76	1.5%
Part D	- 0 -	- 0 -	15,000.00	26,000.00	11,500.00	52,500.00	.4%
Part F	135,341.39	170,769.17	193,808.64	207,911.62	191,083.76	898,914.58	6.6%
Part G	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -	0%
Part H	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -	0%
Sub-Total VEA Funds	2,502,477.68	2,582,786.64	2,645,117.12	2,975,509.51	2,983,295.18	13,689,186.13	99.7%
E.P.D.A.	- 0 -	274.24	5,774.84	12,711.25	27,366.64	46,126.97	.3%
TOTAL ALL FUNDS	$ 2,502,477.68	$ 2,583,060.88	$ 2,650,891.96	$ 2,988,220.76	$ 3,010,661.82	$ 13,735,313.10	100.0%

*Note: Contracted services are also included in the totals for each fiscal year. These services accounted for $491,520.89 over the five year period.

SOURCE: Florida Department of Education, memorandum dated August 30, 1976.

TABLE 22

POST CERTIFICATION WORK ASSIGNMENTS PRIOR TO RELEASE FROM DEPARTMENT OF OFFENDER REHABILITATION

Work Placement	Work Release	Institutional	Total
Related to Training	38 (37%)	50 (71%)	88 (51%)
Unrelated to Training	66 (63%)	20 (29%)	86 (49%)
TOTAL	104 (100%)	70 (100%)	174*(100%)

TABLE 23

AVERAGE AGE, EDUCATIONAL LEVEL, AND SENTENCE OF RELEASED OFFENDERS APRIL 1975 through MARCH 1976

Demographic Category	Total DOR Population	Vocational Certified Offenders
Age at release	29	27
Educational Attainment Level	5.8	7.6
Sentence Length (in years)	4.00	5.92
Time Served (in years)	1.08	2.33

SOURCE: *Preliminary Report on the Vocational Training Follow-up*, Department of Offender Rehabilitation, Bureau of Planning, Research and Statistics, June 29, 1976.

TABLE 24

OFFENDER VOCATIONAL TRAINING
AVERAGE ENROLLMENT
APRIL 1975 THROUGH MARCH 1976

Population	Major Institutions	Road Prisons/ Vocational Center	CCC's	Totals
Vocational Enrollment	2,068	100	44	2,212
Average DOR Population	11,899	895	1,703	14,497
Percent of Population in Training	17%	11%	3%	15%

SOURCE: *Preliminary Report on the Vocational Training Follow-up*, Department of Offender Rehabilitation, Bureau of Planning, Research and Statistics, June 29, 1976.

TABLE 25

OFFENDER VOCATIONAL TRAINING
AVERAGE ENROLLMENT BY TYPE OF TRAINING
APRIL 1975 - MARCH 1976

Type of Training	Institutions	Road Prison/ Vocational Center	CCC's	Total
Full-time school centered	1352 (65%)	86 (86%)	36 (82%)	1475 (66%)
Part-time school centered	104 (5%)	14 (14%)	8 (18%)	125 (6%)
On-the-job training	612 (30%)	0 (0%)	0 (0%)	612 (28%)
TOTAL	2068 (100%)	100 (100%)	44 (100%)	2212 (100%)

TABLE 26

COMPARISON OF ENROLLMENTS AND EXPENDITURES FOR DISADVANTAGED AND HANDICAPPED VOCATIONAL EDUCATION STUDENTS IN FLORIDA

Fiscal Year	Disadvantaged Enrollment	Disadvantaged % of Total Enrollments	Disadvantaged Expenditures	Disadvantaged % of Total Expenditures	Handicapped Enrollment	Handicapped % of Total Enrollments	Handicapped Expenditures	Handicapped % of Total Expenditures
1971	54,077	11.72%	$ 9,782,010	13.0%	5,819	1.26%	$ 2,093,965	2.8%
1972	94,983	15.70%	11,995,108	12.7%	9,502	1.57%	3,254,498	3.5%
1973	70,883	10.00%	14,494,277	15.1%	11,245	1.59%	4,339,183	3.4%
1974	101,092	10.78%	17,164,102	11.7%	18,303	1.95%	3,321,346	2.3%
1975	72,488	7.90%	18,109,862	9.9%	21,439	2.34%	4,884,986	2.7%

SOURCE: U. S. Department of Health, Education, and Welfare, Form No. HEW-601T.

APPENDIX B

ABSTRACTS OF STUDIES FUNDED
BY
THE FLORIDA STATE ADVISORY COUNCIL
ON
VOCATIONAL AND TECHNICAL EDUCATION

1975-76

BACKGROUND OF THE STUDIES

Resource constraints exist to limit the activities of any organization. This is, of course, as true of the FSAC as it is of any other organized group. Limitations on Council resources (time, money, etc.) often dictate the need for assistance from outside the FSAC, particularly in the area of evaluation. As has been mentioned several times in this report, one of the major legal functions of the Council is the evaluation of vocational programs, services, and activities. An accurate evaluation, or assessment, of Florida's total vocational education effort is obviously a large and complex undertaking and requires the expertise of persons not only from the field of vocational education, but also from experts in areas such as economics, sociology, higher education, and other fields of study.

The three abstracts presented in this Appendix cover topics in which the FSAC sought evaluation assistance from qualified researchers in the state universities. No attempt has been made to exhaustively detail each report; rather, the intent of the abstracts is to provide the reader with a general understanding of what each study sought to accomplish; and what was actually accomplished. It should be noted that some of the items of inquiry in this report also contain excerpts from these studies.

BASELINE DATA FOR TEACHER EDUCATION
(June 1976)

This statewide study sought to accomplish three major purposes: (1) the development of baseline data relative to the supply of and demand for vocational and technical education personnel by program area, level, and area of the state; (2) identification of the availability of inservice and preservice programs for vocational and technical personnel; and (3) the analyzation of any discrepancies existing between the need for and the availability of programs including any unwarranted duplication of training efforts.

Data gathered in the study indicate that, with the exception of the health and public service area, supply and demand for vocational and technical education personnel in Florida are fairly well balanced. Current productivity of teacher education institutions in Florida apparently is not creating an oversupply of vocational and technical personnel.

The report also concluded that vocational teacher education institutions do not appear to be producing at "full capacity." A considerable amount of the teacher supply component results from the migration of teachers into the state.

In carrying out the study, the project staff mailed separate questionnaires to all local vocational directors and university teacher education personnel in the state. Department of Education information relating to vocational teachers was incorporated into the study. Prior to the release of the instruments to the various groups, a field test was conducted in two Florida counties.

Major conclusions arrived at in the report are:

1. Inservice education programs are not distributed in proportion to vocational teaching personnel;
2. Most inservice activities are of a professional rather than technical nature and are offered for more than one vocational program area;
3. Funding for inservice activities is not equally distributed throughout the state; and
4. The *Master Plan for Vocational Teacher Education* is out of date, and thus inadequately serves its purpose.

METHODOLOGY FOR DETERMINING NEEDS FOR VOCATIONAL AND TECHNICAL EDUCATION IN URBAN AREAS IN FLORIDA

(September 1976)

The general objectives of this study were:

1. To develop a methodology (i.e., systematic procedures) whereby needs assessments of vocational and technical education might be conducted efficiently and effectively in all urban areas of Florida.

2. To conduct, using the methodology developed, a needs assessment of the needs of business and industry, students, funding, facilities, and personnel as they relate to vocational education in a selected urban area of Florida, in light of all available vocational resources, including public, nonproprietary, and proprietary institutions.

The methodology developed for the study consisted of a five part procedure. First, an overall economic analysis of the planning region and its potential for economic and population growth was set forth. Second, alternative methodologies for projecting the demand for labor in a given urban area were developed and tested. Third, a methodology for projecting the supply of labor by occupation for an urban area was developed and tested. Fourth, procedures were developed for meshing forecasts of occupational demand and supply for urban areas, so that prospective shortages and surpluses of manpower could be readily identified. Lastly, extensive field surveys were conducted of the VTE programs, facilities, teachers, students, and administrators.

The area chosen for review in the project was that of Planning Region Four, which consists of seven northeast Florida counties.

Information gathered in the study showed that in Region Four the utilization of manpower information by VTE administrators appears very uneven. VTE administrators in the more urbanized counties were more familiar with state and local sources of labor market information than were their counterparts in the outlying areas.

Field work also revealed that little if any use is made of national manpower or labor market trends and projections.

The study commented on the need for the systematic use of existing information not only for planning new programs but also for student guidance and placement and for the evaluation of ongoing programs.

Manpower information, states the study, is sometimes abused by VTE administrators. This abuse is divided into two categories: first, manpower information is sometimes used to justify programs pre-selected on other grounds, and manpower data and projections are rarely the motivating factors in program terminations. Second, labor market concepts are sloppily used.

The most important conclusion the study drew from their field work is the existence of vocational program unevenness within Region Four.

Unique results were claimed by the study in three areas. First, the report showed how existing manpower projection techniques for an urban labor market area can be improved, expanded, and made more meaningful for VTE planning. Second, a systematic and comprehensive procedure was developed to project the future supply of labor by occupation. Third, a format was developed to relate occupational supply and demand forecasts to VTE programs codes in a more easily understandable and usable form.

AN ANALYSIS OF THE IMPACT OF CETA, TITLE I CLASSROOM TRAINING ON VOCATIONAL AND TECHNICAL EDUCATION

(October 1976)

Though Florida has become increasingly involved in manpower programs through the Comprehensive Employment and Training Act (CETA), there has been, until now, no systematic attempt made to assess the impact of CETA funding on vocational and technical education in Florida.

This study represented an attempt to develop a methodology to evaluate the effectiveness of CETA, Title I vocational and technical education classroom training, and field testing of the methodology developed.

The project staff limited its study to one area of the state, which included two prime sponsor counties and one county under the sponsorship of the Governor (a "balance of the state" county).

Data gathered from the prime sponsors relating to the CETA training programs were used to derive benefit-cost ratios, to the extent possible with data for short run benefits. A detailed description is given in the report of the procedures used in arriving at benefit-cost calculations for the CETA programs.

The principal conclusion of the study is that when measured on purely economic grounds, the CETA Title I vocational training programs are marginal. Even though the benefit cost ratios were conservatively calculated in the report, the ratios ranged from being slightly favorable to below the breakeven point (a benefit-cost ratio of less than unity; or costs exceeding benefits).

The researchers offered a number of explanations for their findings. The two most important explanations were: (1) The program is designed to try to reach the most unprepared, untrained clients possible; and (2) the recent dismal performance of the state's economy. The authors examined the effects of the levels of unemployment in other states and its impact on the rate of wage increases CETA trained clients receive when they enter the job market. They found higher benefits in states with lower unemployment rates than Florida.

The study also voices the belief that the impact of the recession upon CETA, Title I programs has been negative. The recession in Florida has increased the supply or workers while reducing the demand for them. The recession also retarded the growth of wage levels to such an extent that in many cases real wages have declined since May of 1974. Also, since the people trained by the CETA, Title I programs are basically entering the labor force, their wages are entry level wages only, and these have been pushed up by the increase in the minimum wage. There is no way of telling what the wage levels would have been in the absence of the forced wage increase brought about by the minimum wage.

The study authors point out that psychological benefits to CETA clients were not measured in the study.

Another problem the study could not come to grips with is the future impact of CETA vocational training on clients two, five, or ten years from now. The study is more of a cross-sectional study and not a longitudinal one.

Finally, the study brought out the point that full-time equivalent (FTE) vocational students receiving CETA funding support were not separated for accounting purposes from regular, non-CETA FTE's.

APPENDIX C

SUMMARY OF CONCERNS EXPRESSED
AT
PUBLIC MEETING

SUMMARY OF CONCERNS EXPRESSED AT PUBLIC MEETINGS

The 1968 Amendments to the Federal Vocational Act require all State Advisory Councils to conduct at least one meeting each year at which the public is given an opportunity to express views concerning vocational education.

During FY 76 the Council held regular business meetings in Orlando, Key West, Melbourne, and Tallahassee. In conjunction with two of the meetings an informal evening session was scheduled in which nearby district school superintendents, county vocational directors, community college presidents, deans and directors of occupational education, school board members, community college board of trustees members, members from general advisory committees and others interested in vocational education were invited to meet with the Council and informally discuss problems, issues, and concerns related to vocational and technical education.

Participants were encouraged to be candid in their remarks. No attempt was made in records of the meetings to identify a specific comment with an individual, area of the state or institution. The following quotations illustrate the range of items discussed and the kinds of concerns expressed.

Funding and Facilities

"The state has allowed us to designate three high schools as comprehensive schools in order to meet federal requirements. At three different locations we have to have the same facilities. We do not have local dollars to match federal dollars to meet needs in all three locations. The local dollar is the problem for us to match federal dollar to build schools. We can't bus kids 50-100 miles round trip."

"The Department of Education looks 'down'--not really down--on those counties that have not met full millage cap."

"Due to the lack of growth that has taken place this year we will be forced to go to eight mills and will have less value because there is no growth taking place."

"We have some 'make shift' facilities here but we are working out of temporary facilities that were not constructed for vocational-technical facilities. We have programs in those facilities . . . we need buildings to house ongoing programs."

"What about caps in vocational education? In our district last year we lost several thousands of dollars. I am wondering if any consideration is being given to districts such as ours--a district which is just beginning to have programs."

"Those of us coming along now see legitimate programs are not getting funds because of the caps. We set up the WHEEL concept. We now have greater demand for vocational training in grades 10-12, and then you meet the cap."

"We have career education, WHEEL, etc., and the program should be growing, but then you have the cap."

"Cut basic high school completion programs for adults by half. We have turned away more people in adult education because of the cap because classes were full. Put cap on and cut funds in half."

"Let the state know that it costs more to train nurses and marine technicians than it does university parallel courses."

Vocational and Technical Programs

"I would like to present an idea that has statewide ramifications. There are certain types of courses that I feel have 'universal' demand throughout the state. There is a need for a lot of nurses and secretarial people. A lot of those needs can be trained throughout the entire system of the state. There are other types of programs that we do not need to have in all the community colleges and all the area vocational schools; for example, mortuary science."

"The kids will have to go through a period of working for me as an apprentice and not make much money. I have been approached to contract and teach boys. Most of the boys that come to us are not DCT. They usually have a problem and that is why they are not DCT. We need to upgrade this program [inboard mechanics].

"Most of our nurses in the hospitals are our graduates. We have 40 students a year in the nursing program."

"The WHEEL is the best thing to come along."

"In Radio-TV Repair, the TV sets today are solid state. Their frequency of repair is one-tenth of what it was in the old sets. The demand in nine to ten years will drop off about 90 percent. Is the Council looking and becoming aware of this type of thing?"

"Forty-five hundred students in grades 7-12 are in vocational education. All seventh graders go through the WHEEL program. In grades 5-12 we had about a 3.5 percent dropout rate in this district."

Needs Assessment

"I would like to see a needs assessment made of the postsecondary institutions of this state and those which have a nucleus of outstanding programs that are needed in the economic development of this state and designated as centers of excellence and give additional monies instead of scattering dollars all over. There needs to be extra monies put into the centers of excellence and have some place to send the children. I think we [community colleges] would save the state a lot of money."

"One of the problems is that we don't have adequate transportation into this community."

Business and Industry

"I feel tourism is self-defeating beyond a point. I have been doing what I can to encourage development in small industries. We do have a study by the State Department of Commerce on the economic aspects which will be used to attract small industries that will give us a broader base that will not fluctuate with the tourists so much."

"I think the direction we should be looking into is tapping what we have--fishing industry. Maybe you can help us with recommendations of the Council, Department of Education and Chamber of Commerce study to set up industry to capitalize on native things that we have. Maybe get funds from the Legislature."

"If there was some mechanism to contract with people it would probably open many doors that we could no way duplicate."

"We [school board] work very closely with community and employers."

"Nobody in my industry [inboard mechanics] can say they have all the mechanics. We need inboard mechanics!"

Placement and Follow-up

"I don't see why our students don't have the same opportunities as ____ County. We have got to train students even if they have to leave the county. These kids need some opportunities even if they have to leave the county to be employed. This is a big problem with us--follow-up and placement."

"I don't like to see state people say in this program you had so many people and in the follow-up and placement you showed that all went to ____ County for employment."